# The Role of Social Networking Sites in Developing the Value System of Jordanian Universities Students In Light Of the Corona Pandemic and Its Relationship to Some Variables

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## Abstract

The study aimed at identifying the role of social networking sites in developing the values system of Jordanian universities  students in light of the Corona pandemic. The study sample consisted of (2242) male and female students from public and private Jordanian universities for the academic year 2020/2021: Al al-Bayt, Yarmouk, Jordanian, Mutah, Jadara, Philadelphia, Al-Ahliyya Amman, and Al-Zaytouna. all of whom are: (154185). Questionnaire was constructed consisting of (47) items distributed on (5) fields, The study used the descriptive analytical approach for suitability to implement the study and achieve its objectives.  the results showed that the role of social networking sites in developing the values system of Jordanian university students in light of the Corona pandemic came to medium, While the health field Domain a high degree, then secondly the religious field and moral to a medium degree, while the social and economic field came thirdly , then the national and political field, and finally came the knowledge field. The study also reveal that there are no statistically significant differences in the role of social networking sites in developing the value system among Jordanian university students in light of the Corona pandemic, attributable  to the type of university and gender.

**Keywords**: social networking sites, value system.

## Introduction

Values have taken on a special importance in the field of humanities and educational sciences, as they are the The basic component in shaping the culture, cohesion and progress of any society;. Therefore, it must be taken care of in all educational institutions, starting with the universities, which have the greatest role in providing the youth, who bear the responsibility of building, development and progress in society, with noble values. crises; Values are the ones that direct the behavior of the individual and therefore the frame of reference for the behavior of the group. They acquire special importance for their active role in directing individuals' tendencies and interests towards a certain political, religious, social or economic ideology. of behaviors, beliefs, attitudes and perceptions that are socially unacceptable in any society (Al-Batsh, 1990, p. 92).

Since the university is the most interactive social institution because it includes the group most accepting or rejecting changes, or rather the most representative of values, whether positive or negative, and by that we mean the university youth group who grew up in the womb of this society and imbibed its values and ideas until it became a microcosm of the reality of this society (Al-Kaabi, 2015), especially in light of the great technological explosion that created social networking sites for us, whose impact has become clear and evident in the values of university youth, through which their ideas are transferred and their issues are discussed, transcending the natural and realistic limits to

new spaces that have no end and no control. Shafiq, 2010)

Many Arab and local studies have indicated that the interactions that occur within social networking sites represent a threat to the values of young people - the most frequent use of the Internet and communication technologies - given that this group is often the most affected by the new values and ideas that these sites carry that may have positive effects. (Al-Hallaq, 2016) on the value system of university youth, such as deepening social relations with friends and acquaintances from students and others, in addition to removing psychological barriers between the sexes, and it may have negative effects, as indicated by Abu Sa'ilik and the customer (2013) and one of those negative effects is addiction to networks Academic and academic delays, and the promotion of tribal, regional or ethnic intolerance. Al-Suwayan study (2014) also showed some negative effects of social networking sites on the value system of Saudi university youth, such as their separation from actual reality to a large extent compared to their association with virtual reality, and negative effects on language, in addition to lying and loss of time. As for the study of Inch and Dokani (2015) It showed some of the positive effects that Facebook achieves on the values of Algerian youth, such as: conducting dialogues and discussions between students from different parts of the world, openness to other cultures, the possibility of education and education by talking with people of different levels, and improving the level of control over foreign languages. The study of Boualaam and Siwan (2017) showed the existence of a role for Facebook in developing cultural values and scientific and cognitive abilities of the Algerian university student, through the application of a questionnaire to (110) students from the University of Larbi Ben Mhidi Um El Bouaghi in Algeria, as Salmi and Soleimani (2019) ) with a study aimed at revealing the impact of the use of social networking sites on the social values of Algerian youth, where the study showed that Facebook negatively affects the consolidation and promotion of social values among students .As well Tomy and Tibi's (2020) constructed a questionnaire consisting of (4) axes distributed on (21) questions distributed to students of Mohamed Boudiaf University in Algeria to know the role of Facebook in shaping the new values in Algerian society, as it showed that the

most important values created From Facebook is the social isolation that was the result of addiction to it, and that the modern values that emerged as a result of Facebook had a great and clear impact on traditional values. While the study of Moula et al (2020) showed a positive impact of social networking sites in promoting social values among university students after applying a questionnaire to 88 students from Jijel University in Algeria. The study of Fatih Al-Din (2020) aimed to identify the positive and negative effects of university students' use of social networks, and to show the impact of this use on changing the social and moral values of university students. The study population consisted of (3697) students of the College of Education in both Najran University and King Khalid University in the Kingdom of Saudi Arabia, and on social and moral values during the first semester of the year 2020/2021. The results revealed statistically significant differences in the negative effects and their impact on social values according to the variable of the university, and the presence of statistically significant differences in the impact on social values according to the gender variable, and the presence of statistically significant differences according to the variable time students spend in front of social networks. As for Bibi and Nawaz (2020) conducted a study in Pakistan that revealed the existence of positive effects of social networking sites on the behavior of university students during the Corona pandemic, the most important of which are: enhancing social and technical skills and group discussions through virtual classes, and also revealed the negative effects represented in Health problems and loss of time by using electronic games inside these sites and empty talk sometimes. This is what we notice clearly at the present time in most parts of the world through the impact of the Corona pandemic, which forced most of the population of the globe to social distance, and thus compensate for this by virtual convergence through the use of social networking sites, especially university students; Because of the constant use of these sites, whether for social affinity or for study; Which affected the values of these students directly or indirectly; The Jordanian university student:

1- He had to follow his lessons online during the pandemic; Which may have led to students resorting to using the Internet more than before, and thus to using social networking sites more

2- The ban that has been in place since the start of the pandemic; This resulted in students not going out to cafes and other closed recreational places; This forced the students to use social networking sites more than before to entertain themselves.

3- Social distancing as a precautionary health measure to avoid infection with the Corona virus; Which led to the virtual social convergence of society in general and for these students in particular, by using social networking sites, which have become one of the most influential environmental factors in educating its users.

Thus, social networking sites may affect the values of university students; This is because students spend a long time under the influence of these sites, especially during the Corona pandemic; Therefore, this study came to reveal the role of social networking sites in developing values among Jordanian university students in light of the Corona pandemic

## Hypotheses

1-There is a role of social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic .

2-There are statistically significant differences ($\alpha = 0.05$) in the role of social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic attributable to (university type, gender).

## Terminology of study

The value system: a set of standards, principles, and perceptions that govern a person's actions

and that he freely chooses to form a person's personality and define his identity.

Social networking sites: a group of sites on the Internet that form a virtual community through which dialogue and exchange of opinions, ideas and information are available through personal files or groups belonging to different groups that affect in one way or another the pioneers of these sites

Corona pandemic: It is a widespread global spread of the Corona virus epidemic of 2019 and its presence and impact is still widespread.

## Methodology

The study used the descriptive analytical approach by extracting the arithmetic means and standard deviations of the estimates of the study sample about the areas of the study tool and the tool as a whole. The Independent Samples T-Test was also applied to the study areas and the tool as a whole according to the two variables (type of university, gender). This approach was used for its suitability to implement the study and achieve its objectives.

### population

The study population consisted of all students of the following public and private Jordanian universities: Al al-Bayt, Yarmouk, Jordanian, Mutah, Jadara, Philadelphia, Al-Ahliyya Amman, and Al-Zaytouna. all of whom are: (154185).

### sample

The study sample amounted to (2242) male and female students in Jordanian universities who were randomly selected from the study population. Table No. (1) shows the distribution of study sample members according to the variables (sex, type of university).

**Table No. (1)**

**Distribution of study sample members according to the variables (gender, type of university).**

| Variable | the level | Repetition | Percentage |
|----------|-----------|------------|------------|
| Sex | Male | 1116 | 49.8 |
| | Female | 1126 | 50.2 |
| | Total | 2242 | 100.0 |

| Variable | the level | Repetition | Percentage |
|---|---|---|---|
| university type | public | 1172 | 52.3 |
| | private | 1070 | 47.7 |
| | Total | 2242 | 100.0 |

It appears from Table No. (1) that:

1. The number of males in the study sample was (1116) with a percentage of (49.8%) of the total study sample, and the number of females was (1126) with a percentage of (54.2%).

2. The highest percentage of the distribution of the study sample members according to the type of university was (52.3%) for public universities, while the lowest percentage (47.7%) for private universities.

## Instrument

The questionnaire was constructed based on theoretical literature and previous studies in the role of social networking sites in developing values, where the Instrument consisted of (47) Paragraph, and to ensure the stability of the Instrument, the study Instrument was distributed to an exploratory sample consisting of (100) male and female students from outside the study sample twice with a time difference of (two weeks) and the Pearson Correlation coefficient was extracted between their scores in all areas of the Instrument in both times, as the All correlation coefficients between the two applications of the Instrument fields and Instrument as a whole were statistically significant values, and this indicates the stability of the application for the study. The Chronbach Alpha equation was also applied to the first application of the sample, as shown in Table (2).

**Table No. (2)**

**Pearson correlation coefficients and Cronbach's alpha coefficients between the tool domains between the scores of the exploratory sample members in the two applications**

| The field | Correlation coefficient | Cronbach's alpha |
|---|---|---|
| healthy | 0,75* | 0,77 |
| religious and moral | 0,77* | 0,71 |
| social and economic | 0,78* | 0,75 |
| Cognitive | 0,79* | 0,76 |
| national and political | 0,74* | 0,74 |
| Instrument as a whole | 0,77* | 0,75 |

It appears from Table No. (2) that the correlation coefficients between the bicycles of the exploratory sample members in the two applications of the tool domains ranged between (0.74-0.79), which are statistically significant values at the level of significance ($\alpha \leq 0.05$), and the value of the correlation coefficient between the two applications of the tool as a whole was (0.77). ), which is a statistically significant value, which indicates the stability of the tool. It also appears from Table No. (2) that the stability coefficients of Cronbach's alpha method for Instrument axes ranged between (0.71-0.77), all of which are high and acceptable values for application purposes as well. As most of the studies indicated that the acceptance rate of the stability coefficient is (0.60) .

**Scale adjustment:**

To analyze the study data and answer its questions, the Likert quinquennial scale was used to answer the paragraphs of the study tool, according to the degree shown in Table (3) and

thus to interpret the arithmetic averages of the respondents' answers estimates on each paragraph of the questionnaire and on each area of the study tool:

**Table No. (3)**

**Five-point Likert scale**

| Score | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| **Approval** | Very high | High | Medium | Low | Very low |

As for the limits adopted by this study when commenting on the arithmetic mean of the variables contained in the study model to determine the degree of approval, the researcher identified three levels (high, medium, low) based on the following equation:

Length of period = (maximum alternative - minimum alternative) / number of levels

(5-1)/3 = 4/3 = 1.33, so the levels are as follows:

Low approval score from 1.00 to less than 2.33.

An average approval score of 2.33-less than 3.66.

A high approval score of 3.66-5.

## Results

This part includes presenting the results of the study, which aims to identify the role of social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic.

- First: the results related to the first question: What is the role of social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic?

This question was answered by extracting the arithmetic means and standard deviations of the estimations of the study sample members on the fields of the study Instrument and the tool as a whole, Table No. (4) illustrates this.

**Table (4)**

**Arithmetic means and standard deviations of the estimates of the study sample members on the areas of the study tool and the tool as a whole arranged in descending order according to the arithmetic mean**

| Rank | No | Field | Mean | Standard deviation | Rating score |
|---|---|---|---|---|---|
| 1 | 1 | Healthy | 3.86 | 1.02 | high |
| 2 | 2 | religious and moral | 3.61 | 0.61 | Medium |
| 3 | 3 | social and economic | 3.54 | 0.56 | Medium |
| 4 | 5 | national and political | 3.37 | 0.33 | Medium |
| 5 | 4 | Cognitive | 3.19 | 0.78 | Medium |
| The tool as a whole | | | 3.52 | 0.42 | Medium |

It appears from Table No. (4) that the arithmetic means of the sample members' answers about the role of social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic, ranged

between (3.19-3.86), the health field came in first place with an arithmetic average ( 3.86) and a high evaluation degree, and in the second place the religious and moral domain came with an arithmetic average (3.61) and a medium

evaluation degree, and in the third rank came the social and economic domain with an arithmetic mean (3.54) and a medium evaluation degree, and in the fourth rank came the national and political domain with an arithmetic average (3.37) And a medium evaluation degree, and finally, the knowledge domain came in fifth place, with an arithmetic average (3.19) and a medium evaluation degree, and the arithmetic mean of the tool as a whole was (3.52) and a medium evaluation degree.

To identify the role of social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic in detail, the arithmetic averages and standard deviations of the estimates of the study sample members were extracted for the paragraphs of each field of the study tool individually, as follows:

The first field: health.

**Table (5)**

**Arithmetic means and standard deviations of the study sample's estimates of the items in the health field arranged in descending order according to the arithmetic mean**

| Rank | No | Paragraph | Mean | standard deviation | Rating score |
|------|----|-----------|------|--------------------|--------------|
| 1 | 6 | Increased respect for medical personnel | 4.37 | 0.93 | high |
| 2 | 1 | Reinforced interest in wearing a mask and adherence to it | 4.05 | 1.42 | high |
| 3 | 4 | Enhanced environmental hygiene value | 3.76 | 1.35 | high |
| 4 | 3 | Continuously enhance the value of personal hygiene | 3.75 | 1.38 | high |
| 5 | 2 | Increased interest in washing hands frequently | 3.73 | 1.33 | high |
| 6 | 7 | Increased interest in body sports | 3.72 | 1.29 | high |
| 7 | 5 | Pay attention to the quality of food and its nutritional value | 3.66 | 1.34 | high |
| The health field as a whole | | | 3.86 | 1.02 | high |

Table No. (5) shows that the arithmetic means of the study sample's estimates of the items in the health field ranged between (3.66-4.37) with a high degree of evaluation, where paragraph No. (6) came in first place and its text: Increased respect for medical personnel, with an arithmetic mean (4.37) , while paragraph No. (5) came in the last place, its text: It drew attention to the quality of food and its nutritional values, with an arithmetic mean (3.66), and the arithmetic mean for the health field as a whole was (3.86) with a high evaluation degree.

The second field: religious and moral.

**Table (6)**

**Arithmetic means and standard deviations of the study sample's estimates of the religious and moral domain items, arranged in descending order according to the arithmetic mean**

| Rank | No | Paragraph | Mean | standard deviation | Rating score |
|------|----|-----------|------|--------------------|--------------|
| 1 | 13 | reinforced honesty | 4.35 | 1.13 | High |
| 2 | 1 | Social networking sites have enhanced the sense of God Almighty's control in all aspects of life | 4.07 | 1.41 | High |
| 3 | 5 | Enhanced the value of life | 3.99 | 1.12 | High |

| 4 | 8 | Helped with the connection of the womb remotely | 3.87 | 1.14 | High |
| 5 | 12 | Arousing interest in zakat | 3.86 | 1.22 | High |
| 6 | 11 | Increased reverence in prayer | 3.82 | 1.11 | High |
| 7 | 4 | Raised the value of charity on the poor | 3.73 | 1.34 | High |
| 8 | 3 | Reinforced parenting | 3.69 | 1.19 | High |
| 9 | 2 | Thank God for his blessings | 3.68 | 1.39 | High |
| 10 | 10 | Enhanced the value of honesty | 3.59 | 1.26 | Medium |
| 11 | 6 | The value of tolerance has grown | 3.36 | 1.61 | Medium |
| 12 | 9 | Increased concern for enjoining good and forbidding evil | 2.73 | 1.32 | Medium |
| 13 | 7 | Helped to develop the values of cooperation | 2.19 | 1.31 | Low |
| The religious and moral field as a whole | | | 3.61 | 0.61 | Medium |

Table No. (6) shows that the arithmetic mean of the estimates of the study sample members on the religious and moral domains ranged between (2.19-4.35), where paragraph No. (13) came in first place, its text: It enhanced honesty, with an arithmetic mean (4.35) and a high evaluation degree, While paragraph No. (7) came in the last place, its text: It helped develop the values of cooperation, with an arithmetic mean (2.19) and a low evaluation score, and the arithmetic mean for the religious and moral field as a whole was (3.61) with a medium evaluation score.

**The third field: social and economic.**

**Table (7)**

**Arithmetic means and standard deviations of the estimates of the study sample for the items of the social and economic field arranged in descending order according to the arithmetic mean**

| Rank | No | Paragraph | Mean | Standard deviation | rating score |
|------|-----|-----------|------|--------------------|--------------|
| 1 | 9 | Increased interest in social distancing | 4.32 | 1.25 | high |
| 2 | 4 | Enhanced interest in family members | 4.20 | 0.97 | high |
| 3 | 3 | Enhanced appreciation of the value of savings to benefit in crises | 3.80 | 1.25 | high |
| 4 | 10 | Enhanced remote communication with all members of the community | 3.78 | 1.25 | high |
| 5 | 1 | Enhanced appreciation of the value of non-overspending | 3.76 | 1.35 | high |
| 6 | 2 | Increased respect for work, especially manual work | 3.69 | 1.38 | high |
| 7 | 7 | Reinforced the values of sincerity at work | 3.69 | 1.43 | high |
| 8 | 6 | The value of the jacket was stimulated by not publishing the negatives of others | 3.51 | 1.34 | Medium |
| 9 | 8 | Promote the values of social solidarity | 3.50 | 1.33 | Medium |

| 10 | 5 | She called for the renunciation of nervousness | 2.62 | 1.56 | Medium |
| 11 | 11 | Increased sense of social security | 2.07 | 1.17 | Low |
| The social and economic field as a whole | | | 3.54 | 0.56 | Medium |

Table No. (7) shows that the arithmetic means of the study sample's estimates of the items in the social and economic domain ranged between (2.07-4.32), where paragraph No. (9) came in first place, its text: It increased the interest in social distancing, with an arithmetic mean (4.32) and a degree of High evaluation, while paragraph No. (11) came in last place, its text: It

increased the feeling of social security, with an arithmetic mean (2.07) and a low evaluation score, and the arithmetic mean for the social and economic domain as a whole was (3.54) with a medium evaluation score.

Fourth Domain: Knowledge.

**Table (8)**

**Arithmetic means and standard deviations of the estimates of the study sample for the items in the cognitive field arranged in descending order according to the arithmetic mean**

| Rank | No | Paragraph | Mean | Standard deviation | rating score |
|------|-----|-----------|------|-------------------|--------------|
| 1 | 8 | Promoted the respect and use of the Arabic language on social networking sites | 3.64 | 1.38 | Medium |
| 2 | 7 | Reinforced patience in learning | 3.56 | 1.44 | Medium |
| 3 | 2 | Reinforced the love of science | 3.48 | 1.37 | Medium |
| 4 | 4 | Aroused interest in distance learning | 3.42 | 1.54 | Medium |
| 5 | 3 | Aroused interest in distance learning | 3.35 | 1.63 | Medium |
| 6 | 1 | Social networking sites have increased interest in knowledge and search for it more | 3.26 | 1.60 | Medium |
| 7 | 5 | It aroused interest in following educational platforms | 2.67 | 1.78 | Medium |
| 8 | 6 | Enhanced value of not cheating in exams | 2.13 | 1.24 | Low |
| cognitive field as a whole | | | 3.19 | 0.78 | Medium |

Table No. (8) shows that the arithmetic means of the study sample's estimates of the items in the cognitive domain ranged between (2.13-3.64), where paragraph No. (8) came in first place and its text: It enhanced the respect and use of the Arabic language on social networking sites, with an arithmetic mean of (3.64). ) and a medium evaluation score, while paragraph No. (6) came

in the last place and its text: The value of not cheating in exams was enhanced, with an arithmetic mean (2.13) and a low evaluation score, and the arithmetic mean for the cognitive field as a whole was (3.19) with a medium evaluation score.

The fifth field: the national and the political.

**Table (9)**

**Arithmetic means and standard deviations of the estimates of the study sample members for the paragraphs of the national and political spheres are arranged in descending order according to the arithmetic mean**

| Rank | No | Paragraph | Mean | Standard deviation | rating score |
|------|-----|-----------|------|--------------------|--------------|
| 1 | 2 | Reinforced loyalty for the king | 4.73 | 0.65 | high |
| 2 | 1 | Social media promoted love and belonging to the homeland | 4.68 | 0.54 | high |
| 3 | 5 | Increased pride and respect for the state flag | 4.32 | 1.11 | high |
| 4 | 6 | Increased respect for other political opinions | 4.15 | 1.12 | high |
| 5 | 8 | Promote freedom in all aspects of life | 3.64 | 0.93 | Medium |
| 6 | 4 | Demonstrated respect for defense law | 3.04 | 0.26 | Medium |
| 7 | 7 | democracy strengthened | 1.30 | 0.95 | Low |
| 8 | 3 | Showed respect for government performance in the Corona pandemic crisis | 1.06 | 0.43 | Low |
| The national and political field as a whole | | | 3.37 | 0.33 | Medium |

Table No. (9) shows that the arithmetic averages of the study sample members' estimates of the paragraphs of the national and political sphere ranged between (1.06-4.73), where paragraph No. (2) came in first place, and its text: It reinforced loyalty to the king, with an arithmetic mean (4.73) and a high evaluation degree , while Paragraph No. (3) came in last place, its text: It showed respect for the government's performance in the Corona pandemic crisis, with an arithmetic mean (1.06) and a low rating score, and the arithmetic mean for the national and political sphere as a whole was (3.37) with a medium rating score.

**Second Question**: Are there statistically significant differences ($\alpha = 0.05$) in the role of social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic attributable to (university type, gender)?This question was answered by extracting the arithmetic means and standard deviations of the estimates of the study sample for all areas of the study tool and the tool as a whole according to the variables (type of university, gender), and applying the Independent Samples T-Test to the study areas and the tool as a whole according to the two variables (type). university, gender), as follows:

**Gender variable.**

**Table (10)**

**The results of applying the Independent Samples T-Test for  the fields of study and the instrument as a whole according to the gender variable**

| The field | Sex | Mean | Standard Deviation | T | Statistical significance |
|-----------|-----|------|--------------------|----|--------------------------|
| healthy | Male | 3.85 | 1.03 | 0.42 | 0.68 |
| | Female | 3.87 | 1.00 | | |
| religious and moral | Male | 3.62 | 0.61 | 0.61 | 0.54 |
| | Female | 3.60 | 0.61 | | |
| social and economic | Male | 3.54 | 0.56 | 0.05 | 0.96 |
| | Female | 3.54 | 0.56 | | |

| The field | Sex | Mean | Standard Deviation | T | Statistical significance |
|---|---|---|---|---|---|
| Cognitive | Male | 3.17 | 0.78 | 1.16 | 0.25 |
| | Female | 3.21 | 0.78 | | |
| national and political | Male | 3.36 | 0.34 | 0.61 | 0.54 |
| | Female | 3.37 | 0.33 | | |
| Instrument as a whole | Male | 3.51 | 0.43 | 0.34 | 0.74 |
| | Female | 3.52 | 0.42 | | |

It appears from Table No. (10) that there are no statistical differences at the level of significance ($\alpha \leq 0.05$) between the arithmetic averages of the role of social networking sites in developing the value system among Jordanian university students in the light of the Corona pandemic according to the gender variable, where the (T) values were For all areas of the study instrument and the instrument as a whole according to the gender variable is not statistically significant.

University type variable.

**Table (11)**

**The results of applying the Independent Samples T-Test to the fields of study and the instrument as a whole, according to the university type variable**

| The field | Sex | Mean | Standard Deviation | T | Statistical significance |
|---|---|---|---|---|---|
| healthy | public | 3.83 | 1.03 | 1.45 | 0.15 |
| | private | 3.89 | 1.00 | | |
| religious and moral | public | 3.60 | 0.61 | 0.66 | 0.51 |
| | private | 3.62 | 0.61 | | |
| social and economic | public | 3.53 | 0.56 | 0.86 | 0.39 |
| | private | 3.55 | 0.55 | | |
| Cognitive | public | 3.19 | 0.78 | 0.29 | 0.77 |
| | private | 3.18 | 0.78 | | |
| national and political | public | 3.37 | 0.33 | 0.35 | 0.73 |
| | private | 3.36 | 0.33 | | |
| Instrument as a whole | public | 3.51 | 0.43 | 0.91 | 0.36 |
| | private | 3.53 | 0.42 | | |

Table No. (11) shows that there are no statistical differences at the level of significance ($\alpha \leq 0.05$) between the arithmetic averages of the role of social networking sites in developing the value system among Jordanian university students in the light of the Corona pandemic, according to the university type variable, where the values of (T ) for all areas of the study tool and the instrument as a whole according to the variable

of the type of university is not statistically significant.

## Discussion

In this part, the results of the current study were discussed, as follows:

- First: Discussing the results related to the first question: What is the role of social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic?

The results related to this question showed that there is an medium role for social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic. Which led to a reconsideration of the foundations of choosing, planning and building curricula and academic content by education officials. The researcher may also attribute this result to the increasing number of users of social networking sites in general; Social networking sites are the most prevalent among students, which generates a desire among students to invest this site in the development of the value organization, especially in light of the Corona pandemic.

The reason for reaching this result can be attributed to the features and characteristics of social networking sites in supporting the educational aspect and academic communication between students away from the routine and hard educational environment that characterizes at the university; The use of social communication in teaching provides students with an opportunity to develop the value system in light of the use of educational technology and the Internet and its use in developing students' skills, by presenting ethical materials in an interesting and interesting way.

This result can be justified by the fact that technical means in general and social networking sites in particular have become part of the process of exchanging information; That the use of social networks contributes to providing an effective circular communication process between the proposed material and the student in it, facilitating the transfer of knowledge individually or collectively, through groups that are created on social networks, which include a group of students under their own name; Which contributes to creating a virtual circular communication process that is wider than that that occurs in the real environment, and away from the environmental conditions surrounding the educational environment, and this influence is positive, with the participation of more than a group of students from different stages in the exchange of information.

Second: Discussing the results related to the second question: Are there statistically significant differences ($\alpha = 0.05$) in the role of social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic attributable to (university type, gender)?

The results related to this question showed that there were no statistically significant differences in the role of social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic due to (university type, gender). All categories of students in the current era; The use of social networking sites has become an important issue, especially in light of the spread of the Corona epidemic and the commitment to social distancing; The use of social networking sites has gone beyond just communicating with others, to include making new friends, getting acquainted with the latest international and local developments, entertainment and occupying leisure time, to become the only solution used in education and communication during the pandemic; This limits the differences due to personal variables.

## Conclusions:

The role of social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic was average in this study; Therefore, the role of universities must be activated in promoting positive values in light of the Corona pandemic by publishing everything related to students through social networking sites, in order to attract students to them in order to develop the values that social networking sites notice negatively affecting them. In addition to controlling the content of communication sites Social work through the Jordanian Ministry of Information to reduce the spread of negative values and promote positive values in all

circumstances, especially during crises. Where the health field came in the first place with a high degree, and in the second place the religious and moral field with a medium degree, while the social and economic field came in the third place, then the national and political field, and finally came the knowledge field. Accordingly, more emphasis should be placed on electronic content related to cognitive values, then national and political values, and then the rest of the fields in order. The study also found that there are no statistically significant differences in the role of social networking sites in developing the value system of Jordanian university students in light of the Corona pandemic, due to the type of university and gender; There is no need to focus on one gender without the other, or between a public or private university.

## FUTURE STUDIES

1-Conducting field research to find out the impact of students' use of social networking sites, especially on the value system.

2- Conducting more research on the subject of values and the development of values among Jordanian universities  students in light of any crisis that universities may experience.

### Recommendations:

1. Preparing training programs concerned with raising awareness among university students about the pros and cons of social networking sites and how to positively use these sites to reduce the reflection of negative values from them on the personality of university students.

2. Allocating educational content aimed at strengthening the value system of university students through the social networking website

3. Conducting field research to find out the impact of students' use of social networking sites, especially on the value system.

4. Using training methods on the use of social networking sites in developing the value system and developing training programs to train faculty members on this.

5- Conducting more research on the subject of values and the development of values among

Jordanian university students in light of any crisis that universities may experience.

6- The students' families creating groups (family, social, and intellectual) using social networking sites, which may contain competitions and others; This is as one of the methods that may distance the student from the rest of the negative groups in these sites.

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