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## The Role of Social Networks in Enhancing the Ethical Values inside the Palestinian Society:

### A Field study on media students at Gaza Universities

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#### Abstract

This field study deals with the role of social networks in enhancing ethical values inside the Palestinian society according to Palestinian youth perspectives in universities.

The study uses informative survey methodology through practice methods survey, and it is based on the use of gratifications and cultivation theories .

One of the most important results of this study is t need of the Palestinian youth for the use of various social networks . One type of gratifications to be achieved for them is the use of social networks in dialogues and opinion expression. One of the most important positive element of this study, from youth perspective, is that it is a way of interaction and participation . Regarding the role of networks in enhancing values, social value comes at the first rank. At the personal level, values of discipline and attendance come first.

Pertaining results of values enhanced through social networks from youth perspective, at the level of human relations, these networking enhance the relation between man and Allah. Regarding the role of networking in enhancing values in the society, the study shows that network plays a great role in enhancing values of solidarity and identifying ideals and principles in the society

**Keywords:** Role, Ethical, values, networking, social Media, youth.

### دور شبكات التواصل الاجتماعي في تعزيز منظومة القيم في المجتمع الفلسطيني دراسة ميدانية علي طلبة الاعلام في الجامعات الفلسطينية

تناولت هذه الدراسة دور شبكات التواصل الاجتماعي في تعزيز منظومة القيم داخل المجتمع الفلسطيني من وجهة نظر الشباب الفلسطيني الجامعي، وهي دراسة ميدانية.

واستخدمت هذه الدراسة منهج المسح الإعلامي ومن خلال أسلوب مسح أساليب الممارسة، وتم بناء الدراسة علي أدبيات نظريتي الإشباع والاستخدامات والغرس الثقافي .

ومن أهم النتائج التي توصلت لها الدراسة، أن حاجات الشباب الفلسطيني في استخدام شبكات التواصل الاجتماعي متعددة ومتنوعة. ومن أهم الإشباع التي تتحقق للشباب من خلال استخدام شبكات التواصل الاجتماعي التماثل وإبداء الرأي. ومن أهم إيجابياتها من وجهة نظر الشباب أنها وسيلة للتفاعل والمشاركة، وحول دور الشبكات في تعزيز القيم جاءت القيمة الاجتماعية في المرتبة الأولى، التي تعزز من خلال الشبكات، وعلى صعيد القيم الشخصية، جاءت قيمة الانضباط والموظبة أولاً.

أما بخصوص نتائج تعزيز القيم من وجهة نظر الشباب عبر شبكات التواصل الاجتماعي فعلى صعيد العلاقات الإنسانية جاءت نتائج التعزيز في إطار أن الشبكات تعزز علاقة الإنسان مع ربه. وعلى صعيد دور الشبكات في تعزيز القيم على مستوى المجتمع، بينت الدراسة أن الشبكات تلعب دور كبير في تعزيز قيمة المحافظة على تماسك المجتمع وتحدد له مثله ومبادئه.

**كلمات مفتاحية:** العدوانية، النزعة العرقية، المقاطعة، الصراع الفلسطيني الإسرائيلي.

## **Introduction:**

Technological development is considered a basic characteristic of communicative environment in our contemporary era; the huge stream of information added a new and important dimension to communication sciences, and this encouraged professors of communication and those interested in it to follow up pairing between communication and information continuously and repeatedly. Social networks are considered the most widely spread means of communication through internet because of their unique characteristics that differentiate them from other means of media. This has encouraged citizens all over the world to increase the use of such means, at the same time, traditional means have been retreated.

Despite continuous vitriolic criticism of social networking especially (Facebook) website, which has been accused of negatively affecting family, thus leading to its disintegration and collapse, there are some people who see that as an important way of boosting solidarity among societies, thereby reconciling concepts and visions with each other. Knowing cultures of different nations and its inherent activities has a special role as a way of successful communication in societies. This can result in connections among individuals that would not otherwise be made, but that is often not the goal, and these meetings are frequently between "latent ties". (Haythornthwaite, 2005, 130).

Social networks sites in the recent years have gained considerable popularity in global scale, and have attracted a significant part of the online community (Bortoli & others, 2009, 1). And in the shadow of this growing and rapid development of social networking which has an important role in highlighting nations abilities before public opinion, at the time those nations made their present renaissance, Islamic nation finds reasons to make its way towards renaissance and working on activating these values in people's life and instilling them in their behavior and dealings. Wise people and thinkers agree that weakness of values among individuals and groups is the main reason of crises and challenges that face nation in regaining its lost renaissance.

Values reconsidered the way nations embrace renaissance in order to achieve better life for man, beside that establishing them in human societies is considered the best way to establish a good generation, and create positive character. If our nation nowadays

seeks for a solution for its problems, and search for a way of renaissance, Sunna (Prophetic Tradition) with its morals and is capable of achieving and establishing, and enhancing good values in societies.

It is worth mentioning that there is a variety in thinker opinions and their trends in identifying values essence and types. To avoid confusion and disorder, man communicates with varied relations that need varied values; these values need to be activated and enhanced to achieve stable life, build a right society, and find strong civilized nation. These relations are between man and Allah, his religion, his extended family, his society, and his nation. In such an environment with its different components, systems regulate life economic, political, and functional aspects, etc. Beside the relation between other non Muslim people with the world with its countries, cultures, civilizations, with the universe with all its components. In the light of all the above, this study highlights the role of social networking in enhancing ethical values in the Palestinian society.

## **The First Research: Methodological Procedures of the Study:**

### **First: Previous studies:**

#### **1- Al Shrafi, Rami (2016):**

#### **Role of Interactive Media in Forming Political Culture of Palestinian youth "A field Study on University Students in Gaza Strip".**

This study seeks to identify the role of communicative media in constituting the political culture of Palestinian youth in Gaza strip. The survey method is used in this study, and The sample is a 492-student from the Palestinian universities in Gaza strip. This study shows that students use Facebook so much , and they use Email and YouTube. Also, they use Twitter and Blogs . This study indicates that interactive media has a vital role in constituting the political culture of students in Gaza strip nearly 72.4%.

#### **2- Abu Salah, Salah(2014):**

#### **Palestinian University Students' Uses of Social Networking Sites and the Gratifications Resulting from Such Uses. "A Field Study".**

This study aims at recognizing the uses of Palestinian students in social media.

Also , it studies the motivation which leads to use these sites, and whether the information in these sites are confident or not, do they introduce good suggestions??

The researcher uses the survey methods which depends on utilization and gratifications theory. He uses questionnaire and interview in collecting data and

information. The sample was 390 students from different Palestinian universities in Gaza strip.

This study reveals that 90% from the sample use social networking.

Facebook has the common site used by students, followed by YouTube by 59.4% and Google by 28.8%, finally Twitter by 27.1% from the respondents.

### **3- Barbakh, Nedal (2014):**

#### **Dependency of the Palestinian political Elite on Social Networks as a source of information during the Israeli Aggression on Gaza in 2014- A Field Study in Gaza Governorates.**

This study aims at recognizing how Palestinian politicians depend on social networking as a source of data during Israeli attack on Gaza 2014, also their causes to follow these sites. It is a descriptive study which collects data through survey paper and interview. The sample of this study was 164 person chosen from the political Palestinian elite at Gaza Governorate. The classes are divided into factions ' leader, political analysts, academics, at political sciences, pressure and media. This study indicates that the social media rank the first source of information which this sample focus on it during the attack with relative weight 78.6%. While 70.17% depend on radio stations to get info editing the attack. The sample depends nearly on social networking to get information during the attack with a relative weight 40.2% whereas they depend on it in a low degree with relative weight 4.9%.

### **4- Qataloni, Mosaab (2012):**

#### **The role of social media (Facebook) in the process of political change: Egypt as an example.**

This study aims at using an analytical approach which tries to find out how social media become the scintilla in this era.

Also, it tends to be an effective mean in the political field.

This study gives an incisive tool on the direct and indirect causes of accidents and its correspondence.

The study shows that Facebook plays a vital role in this revolution.

Finally, this study indicates that Facebook plays an important role in Arab nation's awareness, and allow them to revolt against their governments which are repressive and inequitable.

### **5- Al-Alawnah, Hatem(2012):**

#### **The Role of Social Communication in Encouraging Jordanian Citizens to Participate in Mass Activeness.**

This study pointed out that half of Jordanian unionists use Facebook, quarter of them use Twitter; their usage motives of these websites are represented in that they made them communicate with their friends, gave them opportunity to express their opinions absolutely freely. The study cleared that (56,6%) of unionists participate in mobility rally that calls for reforms and change in Jordan, through social networking websites, and their participation represented in giving opinions concerning marches and meetings.

### **6- Sayed, Nermeen(2012):**

#### **Egypt: A New Civic Culture? Social Media and the Quest for Democracy.**

It revealed that youth activists in Egypt used social networking in exploring their civil surrounding and acquiring deeper understanding of general environment, most of them used social media to establish a relations network that surpasses social and natural obstacles, activists discussed positive and negative sides of using social networking in civil empowerment.

### **7-Blkhery,Radwan(2012 ):**

#### **Electronic Chat Forums and Their Role in Making Changes in the Algerian Society**

It concluded that the sample used internet intensively, as 76% of them surf it daily, and all samples know websites that allow their watchers to watch and attach video clips and exchanging viewing them via internet, there's an important percentage of them use Facebook in particular and internet in general for cultural and educational purposes, while the majority of university youth gave Facebook positive rates.

### **8- Mohammed, Galal(2012):**

#### **The Social Role of Networking in Forming Public Opinion in Arab Society Towards Arab Revolutions.**

This study revealed a clear superiority of social networking in agitating public opinions towards Arab revolutions, while traditional means faces a real threat because of their different degrees of failure whether private or governmental means especially with development of social networking.

It was proven that gender and nationality have their effects in using and depending on social networking by persons in making their opinions while it hasn't proven that there are differences due to age or education.

### **9- Bossio, Diana, and Bebawi, Saba(2012):**

### **Reaping and Sowing the News from an Arab Spring: The Politicized Interaction Between Traditional and Alternative Journalistic Practitioners.**

This study pointed out that interaction between stereotypes and alternative types of press practices in news satellite channels during Arab revolutions in Egypt and Libya was cooperative. Analysis showed variety in used sources of reports and news, while there's a spread sharing of information between traditional journalists and activists via social networking, beside that there's an increase of coordination and cooperation between various sources of information, variety in forms of delivering information to satellite channels even in case of obstruction of internet and social networking by authorities.

### **10- Strong, Catherine and Hareb, Hasah (2012): Social Media Fashion among Digitally Fluent Young Arabic Women in the UAE.**

This study concluded that most samples in United Arab Emirate prefer using Twitter more than Facebook and the most important reasons of that are: the high speed in getting the latest news and information, easiness of dealing with mobile, and easiness of making friendships. Results of Twitters contents analysis pointed out that the majority of these twitters have been sent via mobile, while less than half of them were in English language, while only 10% of them were in Arabic language, most of these twitters were daily chats.

### **11- Negem, Taha and Al-Rawas Anwar (2011): The Relation Between Omani Youth Exposure to New Media Means and the Political Knowledge Level**

This study concluded that website of "Al Jazeera Net" has considered the first website preferred by students of Al-Sultan university to follow up political topics. The most important reasons of preferring electronic websites are represented in the boldness of dealing with press topics, and avoiding governmental control, increasing average of credibility, while most students of Sultan Kaboos university see that the most important property of these websites that they give them opportunity to read them, beside enabling dialogue between readers, and using service of email Kaboos, while the most important reasons of following up these electronic websites that they satisfy the sample desires, their political needs, and their political socialization.

### **12- Al-Masry, Naem (2011):**

### **Uses of University Students to Social Networking Websites and Their Effects on Other Media**

This study revealed that the sample usage of social networking led to a decrease in dealing with other media means with different degrees especially newspapers, magazines, and radios. The most benefits which were achieved by the sample through using social networking that they knew topics helped them to discuss with others, consequently they knew world news, beside it participated in achieving amusement and pleasure, a huge percentage of the sample didn't participate actively in visual and vocal sides, beside that political and news topics were the first topics that the sample preferred in sharing and interacting, cultural and social topics came in the second rank, while religious topics came at the last rank.

### **13- Nagadat, Ali (2011):**

### **Protests in Daily Jordanian newspapers and desired transformations in the Jordanian society**

The majority of press styles that dealt with Jordanian protests topics were news and news reports (86,8% of them). Most protests were marches (57,7%), organizers of these marches were from different sectors, while protesters' requests concentrated on general issues (63,1%), protesters basically called for fighting corruption and corrupters, and they also called for making amendments for laws of constitutional and democratic life.

### **14- Radwan, Ahmed (2011):**

### **The Egyptian Mass Dependence on Traditional and Modern Media as Information Source During 25 January Revolution**

This study concluded that media means in general played a positive role during revolutions, members of the sample asserted their following up to revolution events via different internet websites, social websites such as Facebook, Twitter, and YouTube, came at the first rank, one of the most important reasons of using these site is their ability to make users interact with published news and with others whether by comments or by sharing news.

### **15- Allam, Yousra (2011):**

### **Social Media and Politics : Amplification in Arab world ( case study of the Egyptian revolution.**

This study aimed at observing and analyzing the role of social networking in Egyptian revolution. The study asserted that social networking were the first spark that made revolution, and more than 92% of Egyptians use Facebook, 8% of them use YouTube, while 50% of them use networking more than 11 hours a week, 50%

of them use networking less than 3 hours. 89% of sample members asserted that Facebook spreads information faster, while Twitter and YouTube came at the second rank which considered the most credible mean. The study asserted on the great role of social networking in changing the traditional role of woman and motivating her to participate in political matters actively.

**16- Knessil, Karin (2011):  
Elements for a Scientific Analysis for Arab Revolution in Spring 2011.**

This study concentrated on the role of social networking in redrawing the political map of Arab world. The study divided Arab world map to five categories as the following: countries faced revolutions and became stabilized such as Tunis and countries faced revolutions and didn't become stabilized such as Egypt and Libya, while there are countries that faced spread protests such as Syria, Bahrain, Yemen, countries that faced great protests such as Algeria, Iraq, Morocco, Oman, and Jordan, and countries that faced simple protests such as Kuwait, Lebanon, Mauritania, Saudi Arabia, Sudan. The study asserted that this map can't be found without social networking, blogs, and forums that made millions of documents, photos, and films available, that encouraged people of little interest to participate after they formed their consciousness and opinions.

**17- Chahayeb, Tamara (2011 ):  
Arab Revolution, the butterfly effect.**

This study dealt with the effect of the butterfly project that moves from place to other in reference to the move of Arab revolution in various social contexts. The study pointed out to the importance of [Wiki Leaks](#) documents - that has been spread via social networks- and appeared in protests, going on strikes, sits-in until the spark of revolution in Tunis that affected on other Arab countries.

**18- Sabadello, Markus (2011):  
The Role of New Media for Democratization Process in the Arab World.**

This study concentrated on the role of social networks in forming opinions and trends of Arab people, as it identified the most important roles of social networking in individual transformation through affecting on opinions and beliefs of individuals and their different social trends, through broadcasting common ideas and commenting on them, beside composing semi-similar groups through pages, groups, and forums for them.

**19- Simonetti, Desiree (2011 ):  
The Arab Spring with a Female Focus : Challenging European Public Opinion in the Middle East.**

This study showed the role of social networks in changing public opinion about Arab woman that has been described before revolution as negative illiterate and subordinate to man as she has no social or political role. Her role is limited to nurturing and making pleasure for men. But this study proved that woman participated in revolution actively and effectively and she was able to change the reality by her participation in social networking whether she was a girl, daughter, mother sister, or wife. It's considered a real victory for Arab woman in her struggle for obtaining her rights.

**20- Ghannam, Jeffry ( 2011):  
Social Media in the Arab World.**

This study dealt with a number of indicators that indicate the increase of the role of social network in composing public opinion such as interest of Arab region by Google company . Number of videos downloads via YouTube reached to 24 hours per minute in a new experience to reduce time in hard time, number of comments via Twitter reached to twenty five thousands, while social networking proved their important role as they played as a social and political supervisor, beside that individuals increased their dependence on these free flexible means in making their opinions and trends.

**21- Kawi, Mahmoud Abdel (2009 ):  
The role of alternative media in activating political participation for youth.**

It concluded that half of the study sample were from Egyptian youth of university that use Facebook for political purposes, and it has cleared that there are statistically significant differences between economic and social different levels between people under research, and their usage of Facebook for political purposes. There's a joining relation between youth usage of Facebook for political purposes and their trends towards political participation.

**22- Amin Reda (2009):  
Uses of University Youth to YouTube Website via Internet.**

This study proved that most people under research did not know other websites specialized in showing and attaching video files via internet except YouTube website, most of them used this website, cognitive fulfillments came in the first rank of people fulfillments under research, as increasing knowledge and knowing the most recent international developments came at

the first rank of these fulfillments, beside that this study scored high average of achieving amusement fulfillments.

Majority of university youth rated YouTube website for film clips in positive ranks, while they believed that YouTube presented media service that it can't be presented by any other mean, beside that it has properties more than any media such as coincidence and non-coincidence.

### **23- Abed, Zoheer(2007):**

#### **The role of social networking in Palestinian public opinion mobilization towards social and political change.**

This study aimed at finding changes related the role of social networking in mobilizing public opinion towards social and political change, as Facebook came in the second rank with 79,8%, while the role of social networking in mobilizing public opinion towards social and political change was medium at the study issues.

### **24- Wang, Song-In (2007):**

#### **Political Use of the Internet, Political Attitudes and Political Participation.**

This study tested two samples: The first sample supposed that the nature of environment and its population composition leads to political attitudes, then to political usage of internet, at the end it led to political participation, while in the second sample, it supposed that political usage of internet preceded political attitudes, then led to political participation. Results showed that data harmonized in a better way with the second sample more than the first sample. Using internet for political purposes enhanced political benefits and feelings of trust and efficacy, and made individual more participated in political issues.

#### **Second: The Difference Between this Study and Previous Studies:**

After reading previous studies related to the present topic of this study, the researcher discovered that there are similarity and dissimilarity sides.

This study is considered a continuation to the concentrated efforts in previous studies, that dealt with sides of social networking and their role in developing communication sides, and scope of their ability to take advantage of these social networking in different media fields.

#### **Secondly: Dissimilarity Sides:**

This present study differs from previous studies in method and sample, beside that it deals with field of ethical values, and the role of social networking in ethical values from the university youth perspective.

#### **Thirdly: The Study Problem:**

The study problem is represented in recognizing the new role of media means, especially social networking in enhancing ethical values in the society, from the perspective of media students in Palestinian universities, and how to use them in enhancing ethical values beside finding the results of enhancement at individual level and society level, finding the most important positive values that should be enhanced and how to revive them, finding the most important negative values and how to fight and treat them from the study perspective.

#### **Fourthly: The Study Importance:**

The importance of this study emerges as it follows :

1-Lack of Palestinian studies relates to the role of social networking and their effectiveness and linking them to different issues, despite the increasing interest in studies related to electronic media, but studies of social networking are still few according to the researcher knowledge, in comparing to other scientific fields.

2-The seriousness of negative usage of social networking as a communication mean, and its effect on ethical values in the Palestinian society.

3-The increasing interest all over the world in social networking, increases their users from all classes of the society.

4- The increasing and effective role of social networking and what ethical values changes causes in local and international societies.

5- This study will present a vision to decision makers about social networking through concentration on their role, it's importance are represented in highlighting various results of data and their resulted information.

6-The study will open ways for more studies about the best ways to make use of new media and social networking potentials in order to solve Palestinian problems and issues, and to serve the Palestinian society.

#### **Fifthly: Goals and Questions of the Study:**

The goals of the study are concluded in the following questions:

1-What are the social networks that Palestinian university students use?

2-What are motives and [gratifications](#) achieved by the students usage of social networking?

3-What is the scope of effectiveness of social networking in enhancing ethical values in the Palestinian society?

4-What are ethical values that new social networking cultivate from the perspective of Palestinian university students?

5- What are the results of enhancing ethical values that can be achieved through social networking from the student's perspective?

6- What are the results of enhancing ethical values by social networking at individual level and at society level?

7-What are results of enhancing ethical values by social networking at human relations level?

8- What are positive values that social networking enhance and must be revived from the university student's perspective in the Palestinian society?

9-What are negative values that should be fought and treated by social networking from university students perspective in the Palestinian society?

**Sixthly: Hypotheses of the study :**

This study is classified as a descriptive research that includes studying the present facts related to phenomena nature, situation, group of people, series of events, series of situations, descriptive approach observes and follows up a phenomena or certain event accurately to know the phenomena or event from level and content, and to conclude results, information, and general rules that helps in understanding the reality and its development (Hussein, 2006). From this point, this study came to know the role of social networking in enhancing ethical values in the Palestinian society.

**Seventhly: Type of Research design:**

The researcher used the survey method, through which he used survey method in ways of media practices, because it's the best way to discover the role of social networking in enhancing ethical values in the Palestinian society.

**Eighthly: The Study Tools:**

This study uses investigation document as a tool to achieve its goals and to answer its questions, it has been divided into three units.

Unit One: General characteristics of the study sample.

Unit Two: Uses, motives, and gratification of social networking by study sample.

Unit Three: social networking and their role in enhancing ethical values in the Palestinian society.

**Ninthly: Limitations of the study :**

The sample of this study includes university students in the Gaza Strip, as this youth class is considered the most important class in the Palestinian society, because of it's privacy and ability to make different activities,

beside its ability to change, to develop, and to elevate society.

The study sample includes students of Palestinian universities in Gaza Strip, that includes five governorates of Palestine, ages of students are ranged between 18-24 years which is the age of Palestinian students in universities.

**Study Sample:**

A sample has been taken from the study society who are media students of Palestinian universities; the sample has been taken regularly and radomly, number of students estimted with 400 students (males-females), from Palestinian universities, from all educational levels. Systematic universities have been included while nonsystematic universities have been exculded because they are still in construction stages and their organizational frames haven't been completed yet. After giving questionnaires to students in three universities (Islamic University-Al-Azhar University- Al-AL-AL-AQSA universtiy), 383 questionnaires have been returned after examining them, 20 questionnaires have been excluded, so the actual sample bacame 363.

**General Characteristics of the Study:**

**Table (1) that shows repetitions and percentages of personal changes**

| Type Variable            | Repetitions | Percentage |
|--------------------------|-------------|------------|
| Male                     | 149         | 41%        |
| Female                   | 214         | 59%        |
| Total Number             | 363         | 100%       |
| Governorate Variable     |             |            |
| North of Gaza Strip      | 69          | 19%        |
| Gaza City                | 120         | 33,20%     |
| Middle of Gaza strip     | 55          | 15%        |
| Khan Younis              | 66          | 18,30%     |
| Rafah                    | 53          | 14,50%     |
| University Name Variable |             |            |
| Al-AL-AL-AQSA University | 150         | 41,3       |
| Islamic University       | 124         | 34,2       |
| Al-Azhar University      | 88          | 24,5       |

| Age Variable                       |    |        |
|------------------------------------|----|--------|
| Less than 19 to less than 20 years | 87 | 24%    |
| From 20 to 21 years                | 80 | 22%    |
| From 21 to less than 22 years      | 85 | 23,30% |
| From 22 to less than               | 60 | 16,50% |

|                               |     |        |
|-------------------------------|-----|--------|
| 23 years                      |     |        |
| From 23 to less than 24 years | 37  | 10,20% |
| From 24 years to more         | 14  | 4%     |
| Total Number                  | 363 | 100%   |

#### 1-Type:

Results concluded that 41% of the study sample are males while 59% of it are females, this may be due to the society interest in Palestinian girl education.

#### 2-Place of Residence:

It is clear from results that 33,2% of the sample are from Gaza city, 19% are from north of Gaza Strip, 15% are from middle of Gaza Strip, 18,3% are from Khan Younis governorate, 14,5% are from Rafah governorate. It worth mentioning that Gaza Strip is divided into 5 administrative governorates, while Gaza governorate is considered the most important governorate, because it has most of political headquarters of official institutions beside the main headquarters of universities, so Gaza governorate came in the first rank.

#### 3-Place of the Study:

It is clear form results that 41,3% of the sample are from Al-AL-AQSA university, 34,2% are from Islamic university, while 24,5% are from Al-Azhar university.

#### 4-Age:

It is clear from the results that 24% of the sample are from 19 to less than 20 years, 22% are from 20 to less than 21 years, 23,3% are from 21 to less than 22 years, 16,5% are from 22 to less than 23 years, 10,2% are from 23 to less than 24 years, while 4% of them are from 24 years to more. It is obvious that these percentages agree with students ages in universities according to their educational levels.

#### Tenthly: Statistical Methods:

The researcher wrote down data from the questionnaire and analyzed them through statistical analysis program (Statistical Package for the Social Sciences SPSS 17,0), descriptive statistics have been used which are basically used to know the repetition of a variable and it's useful for the researcher in describing the study variables.

#### The Reliability :

To check the test truth, the researcher test edit by showing it in its initial form before arbitrators who are members of teaching staff in Islamic university, in the light of their opinions, paragraphs that have been agreed on them with 85% have been saved, so the questionnaire has been certified.

Eleventh: The theoretical Framework of the Study:  
This study has been built according to uses and gratifications theory and cultivation theory as the researcher benefited from the theories hypotheses in building questions and goals.

#### The Research: The Application Side of the Study

##### First: Discussing the Study Results:

##### The First Topic: Skills of Using Social Networking:

##### Using Social Networking by Palestinian Youth:

Table N (2) shows that 88,4% of Palestinian youth usually use various social networking, while 11,6% of them not often use social networking and they only use them according to their needs. This is normal in the light of the rapid increase of using social networking.

#### Table N (2) That Shows Repetitions and Percentages of Using Social Networking

| Are you? use social networking | Repetition | Percentage |
|--------------------------------|------------|------------|
| Yes, I usually use them.       | 321        | 88,4%      |
| Sometimes, I use them.         | 42         | 11,6%      |
| Total Number                   | 363        | 100%       |

#### The Most Important Networking that Palestinian Youth Use Them in Their Social Communication:

#### Table N (3) shows repetitions and percentages of the most important networking that students use in their social communication

| The Most Important Networking | Repetition | Percentage | Order      |
|-------------------------------|------------|------------|------------|
| Facebook                      | 363        | 100%       | The First  |
| Twitter                       | 78         | 21,5%      | The Second |
| YouTube                       | 54         | 15%        | The Third  |
| Google Plus                   | 34         | 9,5%       | The Fourth |
| Others                        | 10         | 3%         | The Fifth  |
| Total Number                  |            | 539*       |            |

Total number of repetition is different because the sample chose more than one answer or option.

Table N (3) shows the most important networking that student use in their social communication, as 100% of them use Facebook which came in the first rank, then Twitter with 21,5% in the second rank, then YouTube website with 15% in the third rank, then Google Plus in the fourth rank with 9,5%, then other websites in the fifth rank with 3%, so Facebook website became in the first rank of Palestinian youth usages in social

communication, then Twitter, YouTube, Google Plus, and other varied networking.

**Motives of University Students Usage to Social Networking**

Table N (4) shows repetition and percentages of university students motives when using social networking.

| What are motives of using social networking | IU .AL-AQSA |            | IU .ISLAMIC |            | IU AL-AZHER |            | Total      |            | RAN K  |
|---|-------------|------------|-------------|------------|-------------|------------|------------|------------|--------|
|   | Percentage  | Repetition | Percentage  | Repetition | Percentage  | Repetition | Percentage | Repetition |        |
| Meeting friends and people we know          | 34.48       | 20         | 37.93       | 22         | 27.59       | 16         | 15.98      | 58         | Third  |
| Amusement and Pleasure                      | 37.04       | 20         | 40.74       | 22         | 22.22       | 12         | 14.88      | 54         | Fourth |
| Because I have leisure time                 | 47.22       | 17         | 14.00       | 13         | 16.67       | 6          | 9.92       | 36         | Sixth  |
| To know new experiences and skills          | 45.45       | 20         | 36.36       | 16         | 18.18       | 8          | 12.12      | 44         | Fifth  |
| To Follow up news and all what's new        | 37.36       | 34         | 35.16       | 32         | 27.47       | 25         | 25.07      | 91         | First  |
| To all the above reasons                    | 37.50       | 30         | 36.25       | 29         | 26.25       | 21         | 22.04      | 80         | Second |
| <b>Total</b>                                | 38.84       | 141        | 36.91       | 134        | 24.24       | 88         | 100.0      | 363        |        |

Table N (4) shows that 25.07% of university student use social networking to know and follow up news and all what is new, while 22.04% of them use social networking because of all options asked in the table, 15.98% of them use networking to meet friends and people they know, 14.88% of them use networking for amusement and pleasure, 12.12% of them use networking to know new experiences and skills, while 9.92% of them use networking to spend their leisure time.

**Personal Needs that make Palestinian youth deal with social networking**

Table N (5) shows repetitions and percentages of personal needs that make Palestinian youth deal with social networking

| Personal needs that make you enter social networking | IU .AL-AQSA |            | IU .ISLAMIC |            | IU AL-AZHER |            | Total      |            | RAN K   |
|--|-------------|------------|-------------|------------|-------------|------------|------------|------------|---------|
|  | Percentage  | Repetition | Percentage  | Repetition | Percentage  | Repetition | Percentage | Repetition |         |
| The need to participate and interact                 | 31.25       | 5          | 37.50       | 6          | 31.25       | 5          | 4.41       | 16         | Sixth   |
| The need to communicate                              | 36.36       | 20         | 38.18       | 21         | 25.45       | 14         | 15.15      | 55         | Second  |
| The need to belong                                   | 35.48       | 11         | 14.00       | 10         | 32.26       | 10         | 8.54       | 31         | Fourth  |
| The need to know                                     | 41.03       | 16         | 35.90       | 14         | 23.08       | 9          | 10.74      | 39         | Third   |
| The need to increase skills                          | 43.48       | 10         | 39.13       | 9          | 17.39       | 4          | 6.34       | 23         | Fifth   |
| The need to others                                   | 42.86       | 6          | 35.71       | 5          | 21.43       | 3          | 3.86       | 14         | Seventh |
| All the abovementioned                               | 39.46       | 73         | 37.30       | 69         | 23.24       | 43         | 50.96      | 185        | First   |
| <b>Total</b>   | 38.84       | 141        | 36.91       | 134        | 24.24       | 88         | 100.0      | 363        |         |

Table N (5) shows that 50.96% of the sample use networking because of various social needs as they choose all options in the questionnaire, while 15.15% of them use networking to communicate, 10.74% of them use networking because of their need to know ;8.54% of them use networking because of belonging 6.34% of them use networking to increase their skills, 4.41% of them use networking to participate and interact with others, so personal needs of students are varied in dealing with networking.

**The most important topics that university students interact with them via social networking**

**Table N (6) shows repetitions and percentages for the most important topics that university students interact with them via social networking**

| the most important topics that university students interact with them via social networking | IU .AL-AQSA |            | IU .ISLAMIC |            | IU AL-AZHER |            | Total      |            | RANK    |
|---|-------------|------------|-------------|------------|-------------|------------|------------|------------|---------|
|   | Percentage  | Repetition | Percentage  | Repetition | Percentage  | Repetition | Percentage | Repetition |         |
| Making personal relations   | 36.25       | 29         | 35.00       | 28         | 28.75       | 23         | 22.04      | 80         | First   |
| Political topics  | 35.42       | 17         | 39.58       | 19         | 25.00       | 12         | 13.22      | 48         | Third   |
| Economic topics   | 41.94       | 13         | 14.00       | 11         | 22.58       | 7          | 8.54       | 31         | Fifth   |
| Literary topics   | 39.13       | 9          | 39.13       | 9          | 21.74       | 5          | 6.34       | 23         | Eighth  |
| Social topics   | 37.93       | 11         | 37.93       | 11         | 24.14       | 7          | 7.99       | 29         | Seventh |
| Scientific and technological topics   | 37.50       | 24         | 35.94       | 23         | 26.56       | 17         | 17.63      | 64         | Second  |
| Historical topics   | 40.00       | 6          | 40.00       | 6          | 20.00       | 3          | 4.13       | 15         | Ninth   |
| Educational topics and their specialization field   | 40.00       | 12         | 33.33       | 10         | 26.67       | 8          | 8.26       | 30         | Sixth   |
| Amusement and pleasure  | 46.51       | 20         | 39.53       | 17         | 13.95       | 6          | 11.85      | 43         | Fourth  |
| <b>Total</b>  | 38.84       | 141        | 36.91       | 134        | 24.24       | 88         | 100.0      | 363        |         |

Table N (6) shows that 22.04% of university students use social networking to make personal relationships; 17.63% of them use social networking to know scientific and technological topics, 13.22% of them use social networking to read political topics, 11.85% of them use social networking for amusement, pleasure, and recreation, 8.54% of students use social networking to read economic issues, 8.26% of them use social networking to read educational topics of their specializations, 7.99% of them use social networking for social issues, 6.34% of them use social networking to read literary topics, 4.13% of them use social

networking to read historical and heritage topics, so it's clear that the most important topics are the topics of making personal relationships as it came in the first rank, then technological and scientific topics in the second rank, etc.

**The most important gratifications that Palestinian youth achieved when using social networking**

**Table N (7) shows repetitions and percentages of the most important gratifications that Palestinian youth achieved when using social networking**

| The most important gratifications that has been achieved by social networking | IU .AL-AQSA |            | IU .ISLAMIC |            | IU AL-AZHER |            | Total      |            | RANK   |
|---|-------------|------------|-------------|------------|-------------|------------|------------|------------|--------|
|   | Percentage  | Repetition | Percentage  | Repetition | Percentage  | Repetition | Percentage | Repetition |        |
| Dialogue and expressing opinion   | 35.71       | 30         | 34.52       | 29         | 29.76       | 25         | 23.14      | 84         | First  |
| Getting information   | 33.33       | 17         | 37.25       | 19         | 29.41       | 15         | 14.05      | 51         | Fifth  |
| Expressing on issues  | 38.33       | 23         | 14.00       | 21         | 26.67       | 16         | 16.53      | 60         | Third  |
| Interaction with others   | 42.86       | 36         | 39.29       | 33         | 17.86       | 15         | 23.14      | 84         | Second |
| Communication and learning skills   | 40.00       | 22         | 38.18       | 21         | 21.82       | 12         | 15.15      | 55         | Fourth |
| Meeting human needs   | 44.83       | 13         | 37.93       | 11         | 17.24       | 5          | 7.99       | 29         | Sixth  |
| <b>Total</b>  | 38.84       | 141        | 36.91       | 134        | 24.24       | 88         | 100.0      | 363        |        |

Table N (7) shows that 23.14% of students achieve their gratifications through dialogue with others and expressing their opinions and attitudes, 23.14% of them enjoy their times through interaction with others, 16.53% of them express issues in their minds, 15.15% of them achieve their gratifications through their relation to skills and new knowledge, 14.05% of them get information and opinions they need, while 7.99% of the sample achieve all human needs and desired gratifications.

**The most positives of social networking from university students perspective**

**Table N (8) shows repetitions and percentage of the most important positives of social networking from university students perspective**

| Positives of social networking                            | IU .AL-AQSA |            | IU .ISLAMIC |            | IU AL-AZHER |            | Total      |            | RANK    |
|---|-------------|------------|-------------|------------|-------------|------------|------------|------------|---------|
|   | Percentage  | Repetition | Percentage  | Repetition | Percentage  | Repetition | Percentage | Repetition |         |
| A way for interaction and participation                   | 37.10       | 23         | 33.87       | 21         | 29.03       | 18         | 17.08      | 62         | First   |
| A way for experiences and information exchange            | 37.50       | 15         | 30.00       | 12         | 32.50       | 13         | 11.02      | 40         | Fifth   |
| A way for solidarity and social cooperation               | 36.36       | 12         | 14.00       | 11         | 30.30       | 10         | 9.09       | 33         | Seventh |
| Economic way to save communication costs                  | 38.89       | 14         | 30.56       | 11         | 30.56       | 11         | 9.92       | 36         | Sixth   |
| A way to develop social relations                         | 39.22       | 20         | 37.25       | 19         | 23.53       | 12         | 14.05      | 51         | Second  |
| A way to meet old friends                                 | 44.83       | 13         | 34.48       | 10         | 20.69       | 6          | 7.99       | 29         | Eighth  |
| A way to communicate and make friendships outside borders | 44.19       | 19         | 46.51       | 20         | 9.30        | 4          | 11.85      | 43         | Fourth  |
| A way to know the latest creations and developments       | 36.36       | 8          | 36.36       | 8          | 27.27       | 6          | 6.06       | 22         | Ninth   |
| A way to exchange information between profession          | 36.17       | 17         | 46.81       | 22         | 17.02       | 8          | 12.95      | 47         | Third   |

| als   |       |     |       |     |       |    |       |     |  |
|-------|-------|-----|-------|-----|-------|----|-------|-----|--|
| Total | 38.84 | 141 | 36.91 | 134 | 24.24 | 88 | 100.0 | 363 |  |

Table N (8) shows that 17.08% of students consider the most important positives of social networking that they are a way of interaction and participation among individuals in society; it came in the first rank, 14.05% of them consider social networking a way to develop social relationships, and it came in the second rank, 12.05% of them find that networking a way to exchange information between professionals, it came in the third rank, 11.85% of them find that social networking a way of communication and making friendships outside borders, it came in the fourth rank, 11.02% of them find that social networking a way to exchange information and experiences, 9.92% of them find social networking an economic way to save communication costs, 9.09% of them find that social networking a way to social solidarity and cooperation, 7.99% of them find social networking a way to meet old friends, 6.06% of them find that social networking a way to know the latest technological developments and electronic creations.

**What's the importance degree of social networking in comparison to traditional communication means from the university students perspective?**

Results show that 74.93% of university students in Gaza Strip see that social networking interest in communication means in a high degree, 12.12% of them see that social networking interest in communication means in a very high degree, 7.44% of them see that social networking interest in communication means in a medium degree, 3.03% of them see that social networking interest in communication means in low degree, 2.48% of them see that social networking interest in communication means in very low degree, results are clear through the following table:

**Table (9) shows repetitions and percentages of the importance degree of social networking in comparison to traditional means**

| What's the | IU .AL-AQSA | IU .ISLAMIC | IU AL-AZHER | Total | RANK |
|------------|-------------|-------------|-------------|-------|------|
|------------|-------------|-------------|-------------|-------|------|

| importance degree of social networking in comparison to traditional means | Percentage |            | Repetition |            | Percentage |            | Repetition |            | RANK   |
|---|------------|------------|------------|------------|------------|------------|------------|------------|--------|
|   | Percentage | Repetition | Percentage | Repetition | Percentage | Repetition | Percentage | Repetition |        |
| Very high   | 38.64      | 17         | 34.09      | 15         | 27.27      | 12         | 12.12      | 44         | Second |
| High  | 38.60      | 105        | 38.24      | 104        | 23.16      | 63         | 74.93      | 272        | First  |
| Medium  | 40.74      | 11         | 14.00      | 9          | 25.93      | 74         | 7.44       | 27         | Third  |
| Low   | 36.36      | 4          | 27.27      | 3          | 36.36      | 43         | 3.03       | 11         | Fourth |
| Very low  | 44.44      | 4          | 33.33      | 3          | 22.22      | 28         | 2.48       | 9          | Fifth  |
| <b>Total</b>  | 38.84      | 141        | 36.91      | 134        | 24.24      | 88         | 100.0      | 363        |        |

|              |       |     |       |     |       |    |       |     |        |
|--------------|-------|-----|-------|-----|-------|----|-------|-----|--------|
| Medium       | 38.74 | 43  | 14.00 | 46  | 19.82 | 22 | 30.58 | 111 | Second |
| Low          | 42.86 | 6   | 35.71 | 5   | 21.43 | 36 | 3.86  | 14  | Fourth |
| Very low     | 42.86 | 3   | 28.57 | 2   | 28.57 | 23 | 1.93  | 7   | Fifth  |
| <b>Total</b> | 38.84 | 141 | 36.91 | 134 | 24.24 | 88 | 100.0 | 363 |        |

**The third Topic/ the role of social networking in enhancing ethical values in the society: What's the interaction degree by university students with social networking content?**

Results show that 53.72% of students in Gaza Strip see that they interact in a high degree with published materials on social new networking, 34.16% of them see that they interact in a medium degree with these materials 9.64% of them see that they interact in very high degree with the published materials, 2.48% of them see that they interact in a low degree, the following table shows that:

**Table (11) shows repetitions and percentages of students interaction degree with published materials on social networking**

| What's the students interaction degree with published materials via social networking | IU .AL-AQSA |            | IU .ISLAMIC |            | IU AL-AZHER |            | Total      |            | RANK   |
|---|-------------|------------|-------------|------------|-------------|------------|------------|------------|--------|
|   | Percentage  | Repetition | Percentage  | Repetition | Percentage  | Repetition | Percentage | Repetition |        |
| Very high   | 37.14       | 13         | 34.29       | 12         | 28.57       | 10         | 9.64       | 35         | Third  |
| High  | 39.49       | 77         | 33.33       | 65         | 27.18       | 53         | 53.72      | 195        | First  |
| Medium  | 37.90       | 47         | 14.00       | 54         | 18.55       | 23         | 34.16      | 124        | Second |
| Low   | 0           | 0          | 0           | 0          | 0           | 0          | 0          | 0          | Fifth  |
| Very low  | 44.44       | 4          | 33.33       | 3          | 22.22       | 28         | 2.48       | 9          | Fourth |
| <b>Total</b>  | 38.84       | 141        | 36.91       | 134        | 24.24       | 88         | 100.0      | 363        |        |

**-What is the dependence degree by university students on social networking as a basic communication mean in the Palestinian society?**

Results show that 7.44% of students see that social networking are a basic mean of communication in a very high degree 56.20% of them see that they depend on social networking in a high degree, 30.58% of them see that they depend on social networking in a medium degree, 3.86% of them see that they depend on social networking in low degree, 1.93% of them see that they depend on social networking in very low degree, this will be clear through the following table:

**Table N (10) shows repetitions and percentages of university students dependence degree of social networking as a basic communication mean**

| What's the degree of university students dependence on social networking as a communication mean | IU .AL-AQSA |            | IU .ISLAMIC |            | IU AL-AZHER |            | Total      |            | RANK  |
|--|-------------|------------|-------------|------------|-------------|------------|------------|------------|-------|
|  | Percentage  | Repetition | Percentage  | Repetition | Percentage  | Repetition | Percentage | Repetition |       |
| Very high  | 40.74       | 11         | 33.33       | 9          | 25.93       | 74         | 7.44       | 27         | Third |
| High   | 38.24       | 78         | 35.29       | 72         | 26.47       | 56         | 56.20      | 204        | First |

**What is the degree of social networking efficiency in enhancing ethical values in the Palestinian society?**

Results show that 70.80% of university students in Gaza Strip see that the degree of social networking efficiency in enhancing ethical values in the Palestinian society is high, 19.28% of them see that it's medium, 7.44% of them see that it's very high, 2.48% of them see that it's very low, these results will be cleared through the following table:

**Table (12) shows repetitions and percentages of social networking efficiency degree in enhancing ethical values in the Palestinian society:**

| Social networking efficiency degree in enhancing ethical values in the Palestinian society | IU .AL-AQSA |            | IU .ISLAMIC |            | IU AL-AZHER |            | Total      |            | RANK   |
|--|-------------|------------|-------------|------------|-------------|------------|------------|------------|--------|
|  | Percentage  | Repetition | Percentage  | Repetition | Percentage  | Repetition | Percentage | Repetition |        |
| Very high  | 40.74       | 11         | 37.04       | 10         | 22.22       | 6          | 7.44       | 27         | Third  |
| High   | 38.91       | 10         | 37.35       | 96         | 23.74       | 61         | 70.80      | 257        | First  |
| Medium   | 38.57       | 27         | 14.00       | 25         | 25.71       | 18         | 19.28      | 70         | Second |
| Low  | 0           | 0          | 0           | 0          | 0           | 0          | 0.00       | 0          | Fifth  |
| Very low   | 33.33       | 3          | 33.33       | 3          | 33.33       | 3          | 2.48       | 9          | Fourth |
| <b>Total</b>   | 38.84       | 141        | 36.91       | 134        | 24.24       | 88         | 100.0      | 363        |        |

**What are ethical values that have been enhanced by social networking from university students perspective in Palestine?**

Table N (13) shows that 95% of university students consider that the most important ethical values that have been enhanced by social networking are social values which have scored the first rank, this is due to the social function nature of social networking, then religious values came in the second rank with a degree of 65,6%, then political values came in the third rank with a degree of 32%, then aesthetic values came in the fourth rank with a degree of 18,5%, then the theoretical values came in the fifth rank with a degree of 16,3%, then economic values came in the sixth and last rank with a degree of 9,4%.

**Table (13) shows repetitions and percentages of general values that have been enhanced by social networking from university students perspectives:**

| Order of general values that have been enhanced by social networking from university students perspectives | Repetition  | %    | Order      |
|--|-------------|------|------------|
| Social values  | 345         | 95,0 | The first  |
| Religious values   | 238         | 65,6 | The second |
| Political values   | 116         | 32,0 | The third  |
| Aesthetic values   | 67          | 18,5 | The fourth |
| Theoretical values   | 59          | 16,3 | The fifth  |
| Economic values  | 34          | 9,4  | The sixth  |
| <b>Total number</b>  | <b>859*</b> |      |            |

Answers are from multiple choices.

**What are the most important personal values that have been enhanced by social networking from Palestinian university students perspective?**

Table N (14) shows that 70% of university students consider that the most important personal values that have been enhanced by social networking from their perspective are discipline and attendance value which scored the first rank, then honesty value with a degree of 56,7% which has the second rank, then justice value that came in the third rank with a degree of 55,4%, then achievement value that came in the fourth rank with a degree of 51,5%, then teamwork value that came in the fifth rank with a degree of 48,5%, then forgiveness value that came in the sixth rank with a degree of 42,4%, then self-confidence value that came in the seventh rank with a degree of 40,8%, then creation value that came in the eighth rank with a degree of 27,3%, then patience value that came in the ninth and last rank with a degree of 15,4%.

**Table (14) shows repetition and percentage of the most important personal values that have been enhanced by social networking from Palestinian university student perspective**

| Order of the most important personal values that have been enhanced by social networking from Palestinian university student perspective | Repetition   | %    | Order       |
|--|--------------|------|-------------|
| Discipline and attendance value  | 254          | 70,0 | The first   |
| Honestly value   | 206          | 56,7 | The second  |
| Justice value  | 201          | 55,4 | The third   |
| Achievement value  | 187          | 51,5 | The fourth  |
| Teamwork value   | 176          | 48,5 | The fifth   |
| Forgiveness value  | 154          | 42,4 | The sixth   |
| Self confidence value  | 148          | 40,8 | The seventh |
| Creation value   | 99           | 27,3 | The eighth  |
| Patience value   | 56           | 15,4 | The ninth   |
| <b>Total Number</b>  | <b>1481*</b> |      |             |

Answers are from multiple choice.

**Results of values enhancement at the Palestinian society level from university students perspective.**

Table (15) shows that 30.30% of university students consider that result of ethical values enhancement at the Palestinian society level is achieving stable life for members in the society 24.52% of them consider enhancement result is building a right and balanced society, 18.46% of them consider that the result is finding a civilized and conscious society, 12.12% of them see that result is represented in the dominance of system and law, 8.82% of them see that result of ethical values enhancement is represented in commitment to principles and social regulators, 5.76% of them find that sovereignty of cooperation and solidarity between social classes is the result of ethical values enhancement in the Palestinian society.

**Table (15) shows repetitions and percentages of personal values results of enhancing ethical values at the Palestinian society level from university students perspective:**

| Results of ethical values enhancement at the Palestinian society level from the Palestinian university students perspective | IU .AL-AQSA |            | IU .ISLAMIC |            | IU AL-AZHER |            | Total      |            | RANK  |
|---|-------------|------------|-------------|------------|-------------|------------|------------|------------|-------|
|   | Percentage  | Repetition | Percentage  | Repetition | Percentage  | Repetition | Percentage | Repetition |       |
| Achieving stable  | 38.18       | 42         | 34.55       | 38         | 27.27       | 30         | 30.30      | 110        | First |

|  |       |     |       |     |       |    |       |     |        |
|--|-------|-----|-------|-----|-------|----|-------|-----|--------|
| life for members in the society                                  |       |     |       |     |       |    |       |     |        |
| Building a right and balanced society                            | 38.20 | 34  | 37.08 | 33  | 24.72 | 22 | 24.52 | 89  | Second |
| Finding a civilized and conscious society                        | 37.31 | 25  | 14.00 | 22  | 29.85 | 20 | 18.46 | 67  | Third  |
| Dominance of system and law                                      | 38.64 | 17  | 43.18 | 19  | 18.18 | 8  | 12.12 | 44  | Fourth |
| Commitment to principles and social regulators                   | 40.63 | 13  | 9.00  | 13  | 18.75 | 6  | 8.82  | 32  | Fifth  |
| Sovereignty of cooperation and solidarity between social classes | 47.62 | 10  | 42.86 | 9   | 9.52  | 2  | 5.79  | 21  | Sixth  |
| <b>Total</b>   | 38.84 | 141 | 36.91 | 134 | 24.24 | 88 | 100.0 | 363 |        |

**Results of ethical values enhancement at human relations level from the Palestinian university students perspective.**

Table (16) shows that 24.24% of university students consider that results of ethical values enhancement at human relations level are represented in increasing the relation between man and Allah, 19.01% of them find that the results are represented in the relation between man and family, 17.08% of them consider that results of values enhancement are represented in increasing the relation between man and society, 16.25% of them find that results of enhancement are represented in the relation between man and Islamic nation, while 13.22% of them consider that the results are clear in the relation between man and other people with their culture and civilization, 10.19% of them consider that the results are clear in increasing the relation between man and environment components,

**Table (16) shows repetitions and percentages of ethical values enhancement at human relations**

**level from the Palestinian university students perspective**

| Results of ethical values at human relations level from the Palestinian university students perspective | IU .AL-AQSA |            | IU .ISLAMIC |            | IU AL-AZHER |            | Total      |            | RANK   |
|---|-------------|------------|-------------|------------|-------------|------------|------------|------------|--------|
|   | Percentage  | Repetition | Percentage  | Repetition | Percentage  | Repetition | Percentage | Repetition |        |
| Increasing the relation between man and Allah   | 37.50       | 33         | 35.23       | 31         | 27.27       | 24         | 24.24      | 110        | First  |
| Increasing the relation between man and family  | 34.78       | 24         | 33.33       | 23         | 31.88       | 22         | 19.01      | 89         | Second |
| Increasing the relation between man and society   | 35.48       | 22         | 14.00       | 22         | 29.03       | 18         | 17.08      | 67         | Third  |
| Increasing the relation between man and Islamic nation  | 37.29       | 22         | 35.59       | 21         | 27.12       | 16         | 16.25      | 44         | Fourth |
| Increasing the relation between man and others with their culture and civilization                      | 50.00       | 24         | 9.00        | 18         | 12.50       | 6          | 13.22      | 32         | Fifth  |
| Increasing the relation between man and environ   | 43.24       | 16         | 51.35       | 19         | 5.41        | 2          | 10.19      | 21         | Sixth  |

| ment with its components |       |     |       |     |       |    |       |     |  |
|--------------------------|-------|-----|-------|-----|-------|----|-------|-----|--|
| <b>Total</b>             | 38.84 | 141 | 36.91 | 134 | 24.24 | 88 | 100.0 | 363 |  |

**What is the role of social networking in enhancing ethical values at individual level from university students perspective?**

Table (17) shows that the relative weight of total degree is estimated to (76,80), this indicates that there's a great role of social networking in enhancing ethical values at individual level from the Palestinian university students perspective, the order of the most important paragraphs according to relative average are represented as the following:

-The paragraph that says " it forms individual character and identifies its goals" scored the first rank with relative average estimated with 90,4%.

-The paragraph that says " it drives individual to develop his/her conscious and beliefs" scored the second rank with relative average estimated with 81,0%.

-The paragraph that says " it help to reform individual psychologically and morally" scored the third rank with a relative average estimated with 78,2%.

**Table (17) shows arithmetic average, relative percentage and the order of each paragraph:**

| No. | The role of social networking in enhancing ethical values at individual level from the Palestinian university students perspective | Arithmetic average | Percentage | Order |
|-----|--|--------------------|------------|-------|
| 1   | It forms the individual character and identifies its goals   | 4,52               | 90,4       | 1     |
| 2   | It drives individual to develop his/her conscious and beliefs  | 4,05               | 81,0       | 2     |
| 3   | It reforms individual psychologically and morally  | 3,91               | 78,2       | 3     |
| 4   | It control the individual desires in order not to overcome his/her mind and emotions   | 3,75               | 75,0       | 4     |
| 5   | It gives individual opportunity to express himself/herself and   | 3,71               | 74,2       | 5     |

|                     |   |             |              |   |
|---------------------|---|-------------|--------------|---|
|                     | self-assertion  |             |              |   |
| 6                   | It gives individual security to face his/her weakness   | 3,56        | 71,2         | 6 |
| 7                   | It gives individuals options to identify their behavior | 3,41        | 68,2         | 7 |
| <b>Total degree</b> |   | <b>3,84</b> | <b>76,80</b> |   |

The arithmetic average and percentage have been calculated according to Likert scale.

**What is the role of social networking in enhancing ethical values at social level from university students perspective?**

Table (18) shows that relative average of total degree is estimated with (70,80) and this indicates the existence of a great role of social networking in enhancing ethical values at social level from the Palestinian university students perspective. The most important paragraphs have been ordered according to relative average as the following:

-Paragraph that says" it helps to maintain the society cohesion and it identifies its ideals and principles" scored the first rank with relative average estimated with 77,4%.

-Paragraph that says" it helps the society to face variables that happen" scored the second rank with relative average estimated with 73,4%.

-The paragraph the says" it ties parties of society culture with each other's in order to be harmonic" scored the third rank with relative average estimated to 70,8%.

**Table (18) shows the arithmetic average, relative percentage, and order of each paragraph**

| No. | The role of social networking in enhancing ethical values at society level from the Palestinian university student perspective | Arithmetic average | Percentage | Order |
|-----|--|--------------------|------------|-------|
| 1   | It helps to maintain the society cohesion and it identifies its ideals and principles  | 3,87               | 77,4       | 1     |
| 2   | It helps society to face variables that happen   | 3,67               | 73,4       | 2     |
| 3   | It ties cultural parts of the society with each others in order to be harmonic   | 3,54               | 70,8       | 3     |
| 4   | It protects the society  | 3,49               | 69,8       | 4     |

|                     |  |             |             |   |
|---------------------|--|-------------|-------------|---|
|                     | from excessive selfishness, disputes, and thoughtless desires                |             |             |   |
| 5                   | It provides the society with methods and concepts that should deal with them | 3,41        | 68,2        | 5 |
| 6                   | It identifies behaviors of individuals in the society                        | 3,40        | 68,0        | 6 |
| 7                   | It helps some concepts to be dominated                                       | 3,38        | 67,6        | 7 |
| <b>Total degree</b> |  | <b>3,54</b> | <b>70,8</b> |   |

**Positive Values the need to be enhanced and revived from university students perspective.**

Results show that 54,3% of students consider that the most important value that must be enhanced is trueness value, then taking responsibility with 43,0%, then honesty value with 33,9%, then patriotism value with 30,9%, then respect value with 21,2%, concerning values that should be revived, self-confidence is estimated with 36,4%, then belonging value with 25,6%, then forgiveness value with 23,4%, then work love value is estimated with 18,5%, then innovation value with 16,0%.

**Table (19) shows repetitions and percentages of positive values that should be enhanced and revived from university students perspective:**

| Values that should be enhanced |            |      | Values that should be revived |            |      |
|--------------------------------|------------|------|-------------------------------|------------|------|
| Value                          | Repetition | %    | Value                         | Repetition | %    |
| Trueness                       | 197        | 54,3 | Self-confidence               | 132        | 36,4 |
| Taking responsibility          | 156        | 43,0 | Belonging                     | 93         | 25,6 |
| Honesty                        | 123        | 33,9 | Forgiveness                   | 85         | 23,4 |
| Patriotism                     | 112        | 30,9 | Work love                     | 67         | 18,5 |
| Respect                        | 77         | 21,2 | Innovation                    | 58         | 16,0 |
| Cooperation                    | 58         | 16,0 | Ambition                      | 42         | 11,6 |
| Discipline                     | 36         | 9,9  | Initiative                    | 33         | 9,1  |
| Other                          | 24         | 6,6  | Other                         | 14         | 3,9  |
| Total number                   | 783*       |      | Total number                  | 524*       |      |

Answers are from multiple choice.

Percentage has been taken according to the study sample.

**Negative values that need to be fought and solved from university students perspective.**

Results show that 33,9% of students consider that the most important value that should be fought is selfishness, then carelessness with 30,0%, then aggressiveness with 24,0%, then negligence with 19,0%; lack of self-dependence with 11,8%, then lack of respect with 7,4%, regarding values that should be treated, dissension value is estimated with 39,1%. Mimicry scored 30,9%, then cheating value 27,0%, then envy with 20,9%, and finally non-cooperation with 14,0%, then lack of initiative with 12,4%.

**Table (20) shows repetitions and percentages of positive values that should be enhanced and revived from university students perspective**

| Values that should be fought |             |      | Values that should be treated |             |      |
|------------------------------|-------------|------|-------------------------------|-------------|------|
| Value                        | Repetition  | %    | Value                         | Repetition  | %    |
| Selfishness                  | 123         | 33,9 | Dissension                    | 142         | 39,1 |
| Carelessness                 | 109         | 30,0 | Mimicry                       | 112         | 30,9 |
| Aggressiveness               | 87          | 24,0 | Cheating                      | 98          | 27,0 |
| Negligence                   | 69          | 19,0 | Envy                          | 76          | 20,9 |
| Lack of self-dependence      | 43          | 11,8 | Non-cooperation               | 51          | 14,0 |
| Lack of respect              | 27          | 7,4  | Lack of initiative            | 45          | 12,4 |
| Lack of cleanness            | 22          | 6,1  | Lack of ambition              | 33          | 9,1  |
| Other                        | 14          | 3,9  | Other                         | 20          | 5,5  |
| <b>Total number</b>          | <b>494*</b> |      | <b>Total number</b>           | <b>577*</b> |      |

Answers are from multiple choice.

Percentage has been taken according to the study sample.

**Results and recommendations:**

**The most important results:**

1-This study revealed that 88,4% of the sample members use social networking, 11,6% of them use these networking irregularly.

2-The study showed that the most important social networking used by the sample members is Facebook in the first rank, then Twitter in the second rank, then YouTube in the third rank, and Google Plus in the last rank.

3-The study also indicated that university students motive when using social networking is knowing and following up news and all what's new, this percentage is estimated with 20.7% and came in the first rank, while all options that have been asked such as meeting friends, amusement, entertainment, and knowing experiences of others came in the second rank with 22.04%. It appears that that there is difference in motivations amongst university students

4-The study concluded that needs and motives that made students of Palestinian universities deal with social networking are varied, as the study sample chose a group of options that have been asked such as the need to participate, interact, communicate, belong, know, increase skills, while the need to others came in the first rank with 50.96%, while the need to communicate with others came in the second rank with 15.15%. It appears that there is difference amongst university students pertaining the personal needs.

5-The study revealed that the most important topics that the study sample have interacted with them via social networking are, making friendships, communication, personal relations in the first rank with 22.04%, while scientific and technological topics came in the second rank with 17.63%, while political topics came in the third rank with 13.22%. It appears that there is a difference in the subjects interacted amongst university students.

6-The study cleared that the most important gratifications concerning ethical values that have been achieved by social networking from the Palestinian university students perspective are dialogue and expressing opinion in the first rank, interaction with others in the second rank, and expressing some issues that are found in the society. It appears that there is a difference in gratifications achieved amongst university students.

7-From the students perspective, the study indicated that the importance of social networking was high in comparison to traditional communication means with 74.93% and the importance of social networking have been considered very high with 12.12% and it's a positive attitude. It appears that there is difference concerning the importance of social networking amongst university students.

8-The study revealed that the most important positives of social networking, from university students perspective, are interaction and participation which came in the first rank with 17.08%. It appears that

there is difference concerning the positives of the social media networks amongst university students.

9-The study concluded that university students interaction degree with contents of social networking was high with 56.20%. It appears that there is no difference in the degree of interaction amongst university students.

10-The study proved that the effectiveness degree of social networking in enhancing ethical values in the Palestinian society was high degree with 53.72%. It appears that there is no difference in the degree of effectiveness amongst university students.

11-The study revealed that ethical values that have been enhanced by social networking are social values, then religious values.

12-The study showed that the most important ethical values that have been enhanced by social networking are discipline and attendance values.

13- The study showed that the most important results of enhanced ethical values by social networking, from university students perspective is achieving a stable life for society members with 30.30%. It appears that there is no difference in the results of enhancing the values amongst university students.

14-The study revealed that the most important results of ethical values enhanced by social networking at human relations level, from university students perspective, is the relation between man and Allah with 24.24%. It appears that there is no difference in enhancing values in human relations amongst university students.

15-The study proved that the role of social networking in enhancing ethical values at individual level, is forming individual character and identifying its goals with 90,4%.

16-The study cleared that the role of social networking in enhancing ethical values at social level, is to maintain the society cohesion and identifying its ideals and principles with 77,4%.

17-The study discovered that the most important positive value, from university students perspective, that have been enhanced by social networking is trueness value with 54,3%, while value that should be revived, from their perspective is self-confidence with 36,4%.

18-The study proved that the most important negative value that should be fought by social networking, from university students perspective, is selfishness with 33,9%, while negative value that should be treated is dissension with 39,1%.

### **The most important recommendations:**

1-The study recommends the necessity to give interest to social networking, informing youth about their importance, uses, and how to benefit from them and develop their results.

2- The study recommends that we give interest to new media means in general, and trying to benefit from them in building and maintaining the society, beside keeping its abilities.

3-The study recommends university youth to keep up with technological development in new media field and social networking, and to choose the best ways to achieve that.

4-The study recommends that we give interest to social networking content and working to benefit from them in serving the society.

5-The study recommends the necessity to update information regularly in order to suit properties of these means especially interaction, speed, and spreading.

6-The study recommends the necessity to benefit from places that have been found via these networking, as we can enhance positive values and fight negative values.

7-The study recommends the necessity to benefit from networking in opening relation with others, communication with outside society, and trying to show the tolerance of Islam and highness of its values.

8-The study recommends to increase studies that deal with the role of social networking in enhancing ethical values, because this topic is important at internal and external level.

9-The individual and institutional activity should be focused on social networking, because of their ability and effectiveness on audience, the study also recommends to increase coordination and cooperation between individuals and different institutions to assure avoiding losing efforts regarding positive ethical values enhancement in the society.

10-Diversity of used ways in the new media means to enhance ethical values, such as photos, questionnaires, discussions, different sites, videos and sounds files.

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