

The effects of using Social Media and its relationship with Cultural Identity and Psychological Security for University Students

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Abstract:

This study aimed at investigating the (cognitive, psychological, social, religious, moral and political) implications of using Social Media and its relationship with Cultural Identity and Psychological Security for University Students. The researcher used a questionnaire to measure the effects of using Social Media, Cultural Identity Scale (designed by the researcher) and Maslow Psychological Identity to answer the study questions. The study sample consisted of 230 students (male students=110, female students =120). The researcher used the descriptive approach. The results showed that the level of positive and negative (cognitive, psychological, social, religious, moral and political) effects ranged from weak to moderate. The positive effects are as follows: (religious, moral, cognitive, political, psychological and social) while the negative effects are as follows: (psychological, religious, moral, social, cognitive, and political). The level of Cultural Identity was high while the level of Psychological Security was moderate.

There were significant statistically differences between male and female students in Psychological Security and positive and negative effects in favor of female students. There were not significant statistically differences between male and female students in Cultural Identity. There were not differences attributed to specialization (scientific/human) in positive and negative effects, Cultural Identity and Psychological Security. There was a positive correlation between positive effects and Cultural Identity and Psychological Security. Also, there were significant statistically differences between individuals with low and high Cultural Identity in positive effects (psychological, social and political) favoring high Cultural Identity individuals.

Keywords: Social Media ; Cultural Identity and Psychological Security.

المخلص:

تهدف هذه الدراسة إلى دراسة الآثار (المعرفية والنفسية والاجتماعية والدينية والأخلاقية والسياسية) لاستخدام وسائل التواصل الاجتماعي وعلاقتها بالهوية الثقافية والأمن النفسي لطلاب الجامعة. استخدم الباحث استبياناً لقياس آثار استخدام وسائل التواصل الاجتماعي ومقياس الهوية الثقافية (صممه الباحث) وهوية ماسلو النفسية للإجابة على أسئلة الدراسة. تكونت عينة الدراسة من 230 طالباً (الطلاب الذكور = 110، والطالبات = 120). استخدم الباحث المنهج الوصفي. أظهرت النتائج أن مستوى الآثار الإيجابية والسلبية (المعرفية، النفسية، الاجتماعية، الدينية، الأخلاقية والسياسية) تراوحت بين الضعف إلى المتوسط. الآثار الإيجابية هي كما يلي: (دينية، أخلاقية، إدراكية، سياسية، نفسية واجتماعية) في حين أن الآثار السلبية هي كالتالي: (نفسية، دينية، أخلاقية، اجتماعية، إدراكية، وسياسية). كان مستوى الهوية الثقافية مرتفعاً بينما كان مستوى الأمان النفسي معتدلاً.

كانت هناك فروق ذات دلالة إحصائية بين الطلاب والطالبات في الأمن النفسي والآثار الإيجابية والسلبية لصالح الطالبات. لم تكن هناك فروق ذات دلالة إحصائية بين الطلاب والطالبات في الهوية الثقافية. لم تكن هناك اختلافات تعزى إلى التخصص (العلمي/ الإنساني) في الآثار الإيجابية والسلبية، الهوية الثقافية والأمن النفسي. كان هناك علاقة إيجابية بين الإيجابية

الآثار والهوية الثقافية والأمن النفسي أيضاً، كانت هناك فروق ذات دلالة إحصائية بين الأفراد ذوي الهوية الثقافية المنخفضة والعالية في الآثار الإيجابية (النفسية والاجتماعية والسياسية) لصالح الأفراد الهوية الثقافية عالية.

الكلمات المفتاحية: التواصل الاجتماعي، الهوية الثقافية والأمن النفسي

Introduction:

Social Media is the most brilliant phenomenon in the world today as it attracts a lot of society populations particularly the youth. At first the youth used Social Media for chatting and expressing feelings but the situation differed as the youth exchanged views to demand the improvement of cultural, economic and social life.

With the spread of the web the number of users of Social Media has risen and 64% of the Arab Users is under 30 years. Saudi Arabia is the first Arab country in using Twitter with 1,7 million users (8.1% of the population), Instagram with 2,100,000 user while it is the second Arab country in using Facebook with more than 18 million user (58%) and linkedin with more than 2,510,000 user (7,8% of the population) (The Arab Social Media Report 2017).

Stool (stool 1995) suggested that Social Media Networks enhance ties between civilizations and unite people from different societies. Lugano (Lugano 2008) indicated that Social Media can reformulate face to face interactions stressing Social Communication is often based on direct social interaction or finding users according to social standards.

Social Media Applications brought about intellectual crisis inciting the youth to rebel against society values (Ibrahim, Mosa 2003). However, Social Media Applications may make the youth experience some risks caused by limited self-control and encountering strange thoughts from unknown people (Lenheart 2010).

Timothy indicated cultural penetration that takes place via Social Media seeks to make people superficial and relating their minds with exciting material and our hard challenge in the open space age is to maintain our Cultural Identity (Timothy 2018).

Studies results differed over implications of Social Media. Some studies showed the positive effects of using Social Media while others indicated the negative effects of it.

Studies that discussed the effects of using Social Media on college students are as follows: study by Al Qarni (2013), Abd Alaziz (2015), Al

Obeid (2015), Al Yahia (2015), Othman (2016), Al Qoifeli, Al Halwani, Otiba (2017), Ayyad (2011), Kalpidu, Costin, Morri (2011).

Studies that discussed implications of using Social Media can be classified according to the following dimensions:

1-Social Dimension: social media is not only a communication network but it is also a real phenomenon equating the mEin elements in social fabric as it changes the nature of these relationships concerning family or individual relationship with his society and it has a positive or negative impact on each. This was indicated in studies by Shaban (2016), Obada (2016), Al Obeid (2014), Farag and Abd Alrahman (2014), Al Dowe (2012), Hussein (2016), Das (2012), Kraut et al (2007).

2- Psychological Dimension: Using Social Media brought about some psychological disorders like depression, loneliness and social isolation as indicated in studies by Abo Aisha(2016), Alaisra ,Almalki (2017), Alaa Aldin (2014), Alnirb ,Alsahar (2016), Mcmorris et al (2012), Lou et al (2007), Hardie and Tee (2012), Kim, LaRose and Peng (2009) . Also, it affects self-esteem, self-confidence, emotional stability, mental health, psychological security and personality as in studies by Mostafa (2016), Albaloui (2014), Alnerb and Alsahar (2016), Orchard and Fullwoo, Bashir and Bhat (2017), Katikalapudi et al (2012).

3-Moral and Religious Dimension: Using Social Media led to reduction of restrictions and limitations between individuals and different societies and it becomes possible to go beyond values and social standards and have an effect on values and morality in individuals. Studies that discussed this issue are: Study by Al Tayar (2014), Al Gamal (2014), Al Otibi and Al Rashdi (2013), Al Oreshi and Al Dosri (2015), Mahmoud (2016), Nesh and Dekani (2015), Hamdi (2015), Mohamed (2015).

4- Cognitive Dimension: Social Media provides cognitive benefits that can improve academic achievement in college students as indicated in studies by Al Moshikeh (2014), Al Hazani (2013), Salman (2015), Abd Alaziz (2015), Awag and Tebri (2016), Al Gahni (2017), Tiryakiglu and Erzurum (2012), Yaman(2014). Other studies showed Social Media had a negative effect on academic achievement as study by Hag Ahmed and Omar (2017), study by Al trawana and AL fonikh (2012).

5- Political Dimension: Social Media enhances political participation by allowing persons to express their opinions and attitudes: Studies that discussed this dimension were study by Ibn Warkla (2013), Al Badwi, Tom (2015), Ismail, Omran and Refai (2014), Abd Alrazik and Al Dlemi (2016), Saleh (2016), Nada (2014), AL Madni (2016), Al Hegili and Ananza (2016), Marina and Soon (2002).

Some studies investigated the effect of Social Media on citizenship and its values like study by Al Harbi (2016), Omran (2016) and misuse of Social Media brought about a lot of problems like terrorism and extremism as indicated in a study by Abd Alrahman (2017), a study by Al Zabi ,a study by Al Ananba (2016) ,a study by Alfokha (2016), a study by Al Kafi and Al Salhi (2017).

Youth realization of their Cultural Identity and the role of Social Media in spreading moderate thought, eradicating extremism and terrorism and enhancing belonging is one the most important prerequisites countries seek to fulfill.

Some studies discussed the effect of using Social Media and new media on Social and Cultural Identity like a study by Gellali (2016), a study by Baklof (2015), a study by Hamad and Alfadel (2015), a study by Zwar (2017), a study by Shawi (2017), a study by Alaradawi (2014), a study by Mabni (2014), a study by Brinbaum (2008), a study by Barker (2009), a study of Hass, Guravatch and katz(2006).Studies by Altanbari, Abd Alshafi and Ali (2014), Abd Alaziz (2015), Al Barbri (2015) discussed its effect on belonging .

Psychological Security is one of the necessary main concepts for individual adjustment. Unfulfilled psychological security may be a source of anxiety and bad adjustment. It has become a prerequisite in each country and a lot of research centers. Social Media may enhance or reduce psychological security in persons.

Some studies results suggested there was a correlation between using Social Media and Psychological Security like a study by Shenawi and Abas (2014), Mostafa (2016).

The current study differed from previous studies as it focused on positive and negative implications of using Social Media and its relationship with Cultural Identity and Psychological Security in college students. The present study aims to identify the level of cognitive, social, psychological, religious, moral and political effects of using Social Media and this was not investigated in previous studies. Also, this study discussed Cultural Identity and this issue was investigated in studies by Ibn Gillani (2016), Baklok (2015), Hamad and Al Fadel (2015), Shawi (2017), Alaradawi (2014). There are studies that investigated Psychological Security such as the empirical studies by Altanbari, Abdalshafi and Ali (2014), Abd Alaziz (2015), Al Barbri (2015). There is no study (within the researcher knowledge) that investigated both Cultural Identity and Psychological Security.

As all previous studies indicated the effect of Social Media in its various applications on personality structure this study sought to identify the positive and negative implications of its use and its relationship with Cultural Identity and Psychological Security in college students.

Study problem.

The current study problem appears in light of the large recently knowledge explosion. Using Social Media is not limited to developed countries. It is also used in Arab Countries in a fast and impressive way exceeding the use of the web. According to statistics of Saudi Information techniques and Communications Ministry (2017) there is an increasing interest in Communication Media and its effect on daily life in Saudi Society.

Alhais (2015) indicated direct interaction via Social Media enhances college students' abilities and establishes a common understanding between civilizations.

A study by Dalsgaard (2011) revealed the importance of Social Media in learning and development of personality. Also, a study by Ellison et al (2009) indicated the significance of Social Media in shaping personality traits and modifying behavior.

Social Media Networks have been used extensively by all society populations particularly youth as they help them to exchange opinions and

discuss social issues and these advantages cannot be achieved through traditional communication media (JEin, Anand 2012).

Social Media plays an important role in youth lives today as indicated by extensive use of Social Media, amount of information and the positive and negative effects in religious, moral, cognitive, social, psychological and political aspects.

So, this study seeks to identify the perceived positive and negative effects of Social Media and its relationship with Cultural Identity and Psychological Security in college students.

The main question of this study is:

- What is the level of the positive and negative effects (cognitive, social psychological, religious, moral, political) of using Social Media in college students?

The sub questions are as follows:

- 1-What is the level of Cultural Identity in college students?
- 2- What is the level of Psychological Security in college students?
- 3- Are there differences between university student's responses in the positive and negative cognitive, psychological, social, religious, moral and political effects of using Social Media, Cultural Identity and Psychological Security attributed to gender (male/ female)?
- 4- Are there differences between university students' responses in the positive and negative cognitive, psychological, social, religious, moral and political effects of using Social Media, Cultural Identity and Psychological Security attributed to specialization (scientific, human)?
- 5- Is there a relationship between positive effects (cognitive, psychological, social, religious, moral and political) of using Social Media, Cultural Identity and Psychological Security in college students?
- 6-Are there differences between low and high identity college student's responses in the positive effects (cognitive, psychological, social, religious, moral and political) and Psychological Security?

Study Aims:

- 1-Identifying the positive and negative effects of using Social Media and its relationship with Cultural Identity and Psychological Security.
- 2-Helping in reduction of the negative effects of using Social Media in youth and turning them towards effective positive use.
- 3-Identifying the main issues that interest youth and for which they use Social Media.
- 4-Identifying differences between mean scores of positive and negative effects scale of using Social Media, Cultural Identity and Social Psychology attributed to variables of gender and specialization and differences between low and high identity college students in positive effects and Psychological Security.

Study Importance:**A-Theoretical Importance:**

- 1-This study discusses an important phenomenon related to the cognitive, psychological, social, religious, moral and political effects of using Social Media which was not investigated in previous studies within the researcher knowledge.
- 2-Identifying positive and negative effects of using Social Media to curb negative implications and enhance positive implications.
- 3-Study importance appears through focusing on university stage characterized by psychological conflicts and identity forming in students.
- 4-Importance of cultural identity because of its effect on individual adjustment and development. Cultural Identity is one of the important developmental demands in college students.
- 5-Psychological Security leads to positive effects in society in which the student's feelings of peace, comfort and self-confidence make them effective individuals in society.
- 6-Highlighting the relationship between positive and negative effects (cognitive, psychological, social, religious, moral and political) of using Social Media and Cultural Identity and Psychological Security.

B- Applied Importance:

1-Educational institutions benefit from study results in designing and developing instructional and training programs to raise youth awareness about using Social Media in a positive way.

2-Developing applications that lead to enhance youth skills, develop themselves and lowering negative programs.

Study limitations:

Objective limitations: positive and negative cognitive, psychological, social, religious, moral and political effects of using Social Media, Cultural Identity and Psychological Security determined by research tools in light of gender and specialization.

Spatial limitations: Faculty of science and human studies in Quwiaia – Shakraa University.

Human limitations: The study sample was selected from male and female students of Shakraa University in Saudi Arabia.

Time limitations: First Term of year 2018 -2019.

Study Terms:

Social Media: It is a series of electronic networks allowing the user to establish his website and connect it via electronic social system with others that have the same interests and hobbies in which it provides a lot of services such as immediate conversations, e-mails, video, recording and files sharking. The most famous Social Media are Facebook, Twitter, Instagram and LinkedIn (Hamdi 2018).

The researcher defines Social Media as a series of applications enabling the users to communicate with each other and generate content in a virtual world.

Cultural Identity: It means self-perception as one integrates into cultural traits including habits, values, beliefs, behaviors, ideologies, ways of life and inherited concepts system which help people to communicate, its effect appears in individual behavior. Also it determines his way of thinking, choices and life aims (Hamd, Alfadel 2015).

The researcher defines Cultural Identity operationally as a group of pivotal values and characteristics in college students. It is measured by total score the student achieved on the current study questionnaire items.

Psychological Security: It means individual feels happy, satisfied and that others love and accept him. This enhances his belonging to others, his perception of their interest in him and his confidence in them which make him feel warm, love, calm, emotional stability, self-acceptance and self-respect. So, he expects the best in his life, the possibility of achieving his desires in the future and immunity from psychological disorders or conflicts or any risk threatening his security and stability in life (Alanzi 2005).

The researcher defines Psychological Security operationally as students feeling of love, acceptance and value by others. It is measured by total score the student gets on questionnaire items used in the current study.

Theoretical framework:

Social Media: Alzahrani (2013 :9) defined them as a group of electronic websites in which people of the same interests communicate with each other and these websites have a lot of important information in various disciplines. The website consists of one page or many pages and contains several issues, video files and pictures. The user can have access to these websites at any time and get any information from its primary sources.

The researcher defines them as interactive social websites that allow the users to communicate with each other from any part in the world. They appeared on the internet a few years ago and changed the concept of communication between people. They acquired their social name as they sustain relationships between people. Examples of Social Media are Facebook, Twitter, YouTube, LinkedIn and Instagram.

Facebook: It is a social network with free access by people. Users can have access to networks designed by the city, work place, school and the province to communicate with others. Also, they can add friends to their friends lists and send e-mails to them, update their personal files and introduce themselves to their friends. It is the most popular Social Media (Aamer 2011, 203).

Saudi Arabia is the second Arab country in using Facebook with more than 18 million users (58% of the population) (Social Media in the Arab World 2017).

You Tube: It is a known website in video sharing. It allows users to upload, watch and share video clips freely. It was founded in 2005 and it used Flash Adobe technique to present movable clips. The website contains film clips, TV, Music, videos produced by amateurs (Ryan 2012, 53).

It is one of the famous social media in which it played an important role in recent events in the world. It was founded by three former employees in PayPal company in the United States of America in which they were making videos in a ceremony in San Francisco and had difficulty in publishing these photos through e-mail as it cannot upload big files. From this they began to think of uploading videos on the internet. You Tube is a non-profitable social media as it is devoid of advertisements but its fame is a big win to the three persons who established it (Almansour 2012 ,15).

Linkedin is a website founded in 2002 and operated in 2003. It is used primarily as a professional communication network.

Linkedin brought about a change in human interaction and it is used by all age groups. Also, it is enjoyable. It is no longer optional for the professionals who seek the highest positions. Sociologists attributed this to the division of knowledge into circles. The nearest circle is for family and friends who have the same interests. The biggest circle is for superficial knowledge in which the direct interaction may not occur over years (Abd Aldayem2014, 168).

Saudi Arabia is the second Arab country in using Linkedin in which the number of users exceeds 2510000 with 7,8% of the population (The Arab Social Media Report 2017).

Twitter: It is a social Media website for Microblogging service, It allow users to express their opinions via video, files sharing, video clips and access to subscribers all over the world.

This small service (Twitter) began in the early 2006 when American Obvious Company conducted a research to develop small recording service. Then this service was made available for general populations in October of

the same year. This website was a new service in the small recording field. After that the company segregated that service from the mother company and introduced a new name called Twitter in April 2007 (Almansour, 2012).

Saudi Arabia is the first Arab country in using Twitter with more than 1,7 million users of 8,1% of the population (The Arab Social Media Report 2017).

Instagram: It is a free application used for sharing photos via Social Media. It was launched in October 2010. It allowed the users to take photos, add a digital filter to it. Therefore, it participated in various Social Media services and Instagram itself (Hamdi 2018, 169).

In June 2013 intermittent video making application was introduced for users. It has the Hashtag property for publishing pictures and accommodating them via different tools for pictures processing. It became a strong competitor to Facebook. Also, it is a marketing field for trademarks that present its productions via pictures which are an easy way for information delivery. It is expected Instagram will be used increasingly because of the rising use of pictures in all social networks.

Saudi Arabia is the first Arab country in using Instagram application with more than 2100000 users in 2017 (The Arab Social Media Report 2017).

There is no control over Social Media so it has positive and negative effects. The positive effects of using Social Media involve education, scientific research, electronic and economic trade, media and culture. The negative effects are introversion, isolation, family interaction loss and crime.

The positive effects of using Social Media: Almansour (2012), Altamimi et Aldelmi (2014), Alobeid (2015):

-It is one of the facets of education, scientific research, globalization. It represents the cultural and scientific exchange between users.

-It enhances cooperative learning via designing cooperative programs and collective discussions through chatting on the internet.

-It reduces daily stressors and make the individual feel comfortable, relaxed and how to use leisure time to achieve quality of life.

- It contributes to form positive social relations and make the individual feel comfortable and happy.
- Developing language skills via communication with persons from different cultures.
- Conducting commercial deals and partnerships.
- It is an opportunity of self-reinforcement.
- It increases freedom of expression. It is a strong tool of expressing tendencies and attitudes.
- Lowering conflict of civilizations through the common communication culture between users.
- Using Social Media in guidance and Counseling, security awareness through cultural messages.
- Emancipation of statement distribution process: information has become available quickly via Social Media.

The passive effects of using Social Media: Alghofili (2011), Altamimi, Aldelmi (2014), Alobeid (2015), Alrahili (2017):

- Wasting time in navigating this media.
- Forming relationships with others hastily without validating their moral or intellectual background.
- Lack of communication between family members and reduction of signs of psychological adjustment and mental health because of extended use of Social Media.
- Underachievement and rising rate of absence from school.
- Cultural invasion which led to flow of very large amounts of information.
- Decreasing personal interaction skills.
- Excessive use of Social Media because of leisure time.
- Wasting Arab Cultural Identity in which cultural globalization is one of the negative effects of Social Media.

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- Non privacy which causes a lot of psychological problems in youth.
 - Characters pretension may lead to blackmail, spread of misleading information and distortion of reputation.
 - Lack of using formal Arab Language in favor of informal language.
 - Weakening of Identity and Citizenship because of extended use of Social Media.
 - Spread of chaos and change culture, making rebellions and toppling regimes.
 - Spread of destructive thoughts, deviation calls and forming corrupt gatherings.
 - Communication between male and female students, establishing prohibited relations and the its effect on family relations.
 - Spread of some bad social behaviors (lying, indifference, irrational thinking, perceived low self-value).
 - Excessive use of Social Media leads to isolation
 - Religious change and making doubts about religion and creed.
 - Risks related to digital crime as piracy, slander, blackmail and forgery.

Of course, these are not all the positive and negative effects of Social Media.

Cultural Identity: Cultural Identity is the cornerstone of building nations because it is a result of a long history enhanced by heritage, culture, language and religion. Determining it is an important prerequisite. Society should realize its cultural identity (Abd Alkader 1998 ,158).

Cultural Identity means that one perceives himself with integration into cultural traits that include habits, values, beliefs, behaviors, ideologies, ways of life and inherited concepts system which help people to communicate, behave, think and choose his life aims (Abd Alkader 1998, 52).

Cultural Identity is not a full, final form nor a specific concept . Rather it involves interactive, contradictory and complex elements . However, it can be recognized from its first features as it is formed with and without awareness . There are historic, political, economic, social, religious and ethnographic factors involved in forming cultural identity . The facets of

cultural identity is native language, heritage, beliefs, prominent landmarks, historic occasions, society values, uniform, colloquial language and folklore (Hefni 2001, 124) .

Psychological Security : Adolescence is one of the important stages in the individual life . It is characterized by psychological disorders such as psychological insecurity particularly adolescents need security and comfort in which psychologists indicated bad treatment enhances a feeling of psychological insecurity in the adolescents (Brakat 2000:9).

Need for psychological security is one of the most important needs the adolescent seeks to fulfill as psychological security loss leads to anxiety, fear and instability. There is a relation between using social media and psychological security (Frag 2004 ,65).

In this stage the adolescents use Facebook increasingly than any other age stage and social media has a positive effect on psychological and social aspects . Those who use social media may find virtual environments leading to coherence and social communication according to their interests and attitudes . Psychological security concepts differ according to the researchers different perspectives . There is an interference with other psychological concepts such as emotional reassurance, self-security and emotional security .

Zahran defines psychological security as " emotional and psychological reassurance and it is the self-security or the security of each person . The person with psychological security feels his needs and his growth demands fulfilled and his life is not endangered . He is in a state of balance or security adjustment ".(Zahran 1988:12).

Maslow was one of the early psychologists who discussed psychological reassurance concept (psychological security) via clinical research in which he defines it as " the individual feeling of love and acceptance by others . He realizes his environment is friendly, his role is not disappointing . He has a feeling of little danger, threat and anxiety "(Alanzi 2005 :66).

Aldesouki (1988:44) suggested psychological reassurance is synonym to psychological security taken from need for emotional security which is defined as a state in which one feels his emotional needs fulfilled

particularly his need for love . Emotional (psychological) needs are more urgent than physical needs .

Alharbi (2017) indicated when one is satisfied and has a feeling of psychological security or non fear or non anxiety he has a positive perceived self-competence and this in turn leads to reduction of behavioral problems in the individual .

Study Procedures and Method .

Study Method : The researcher used the comparative and correlational descriptive approach in which it is the proper approach to the study .

Study Population : Study population consists of all male and female students in Shakraa University and were registered in admission records of 2018- 2019 . They are 13500 student .

Study Sample :

A-Pilot Sample: The researcher conducted study tools on a pilot sample consisting of 70 male and female student of Shakraa University to answer the current study scales : The positive and negative effects of using social media and its relationship with cultural identity and psychological security to calculate the psychometric properties (validity and reliability) .

B-Actual Sample : The actual study sample consists of 230 student (110 male student, 120 female student) . There are 112 male and female students in scientific fields and 118 students in human fields . They were selected randomly .

Study Tools :

A-Maslow Psychological Security Scale : According to study aims and to answer its questions the researcher used Psychological Security Scale which includes 75 items . And it requires the answer by (Yes, Not sure, No) in which the scale was translated into Arabic by Dowani and Derani (1983) . There is a scoring key for the scale .

The psychometric properties of the scale :

First : Consistency

Consistency by test – retest :

The scale consistency coefficient was calculated on the pilot sample by test – retest (two weeks) . The correlation coefficient was ,83 and this is a high consistency coefficient .

Second : The scale validity .

Validity : The scale validity was calculated via discriminative validity of items : Total score was used as a criterion to determine the items validity . The highest and lowest 27% of scores to represent the highest group of 27% of high scores and the lowest group of 27% of the low scores . By using T test in differences between means the results are as follows in table (1) :

Table (1)Differences between extreme groups means (the highest quartile, the lowest quartile) in Psychological Security Scale by using T test .

| scale | The lowest quartile groups N M | The highest quartile groups N M | T value and its significance. |
|----------|-----------------------------------|------------------------------------|-------------------------------|
| security | 18 9,33 ,67 | 18 13,56 ,92 | 15,59 |

It appeared from table (1) there are differences between the lowest and highest quartile which suggested the discriminative validity of items.

B-A questionnaire of the positive and negative (cognitive, psychological, religious, moral and political) effects of using Social Media (prepared by the researcher):

A questionnaire description: The researcher designed a questionnaire to collect information about the cognitive, psychological, social, religious, moral and political negative and positive effects of using Social Media through related literature, books and previous studies. It consists of 80 items measuring 5 dimensions (cognitive, psychological, social, religious, moral and political). Also it includes positive and negative items and the response involves 5 choices (very low, low, moderate, high, very high)in which the items were given scores (1,2,3,4,5,6). Validity and stability of the scale were calculated as follows :

-Raters validity : The items were given to 7 professors of psychology, fundamentals of education to examine them and its suitability to the aim for which they were designed . The agreement ratio was not less than 80%, some items were rephrased and accordingly the questionnaire was developed in its final form . The items were 75 in which they expressed the negative and positive effects of using Social Media . The highest score of the positive effects is 200, the lowest score was 40 . The highest score of the negative effects was 175 and the lowest score was 35 . Afterwards the researcher validated the psychometric properties of the questionnaire .

Table (2) the negative and positive questionnaire items number

| Effect s | Cogniti ve | Psychologi cal | Soci al | Religio us | Politica l | Total |
|-------------------------------------|---------------|-------------------|------------|---------------|---------------|-------|
| Positi ve items numb er | 9 | 8 | 8 | 7 | 8 | 40 |
| Negat ive items numb er | 6 | 7 | 7 | 8 | 7 | 35 |

Table (2) shows negative and positive items number in its final form .

Internal consistency : Internal consistency of the questionnaire was calculated via correlation coefficient between items and total score of scale dimensions as indicated in table 3 :

Table (3) Internal consistency of a questionnaire of negative and positive effects of using Social Media:

| Dim ensio n | Ite m | Coe ffici ent | Dimen sion | It e m | Coeffi cient | Dime nsion | It e m | Coeffi cient | Dime nsion |
|-------------------|----------|---------------------|---------------|--------------|-----------------|---------------|--------------|-----------------|---------------|
| Posit | 1 | ,642 | Positiv | 1 | ,764 | Positi | 1 | ,712 | Positi |

| ive cogn itive effec ts. | | | e psycho logical effects. | | | ve social effect s | | | ve religi ous and moral effect s. |
|--------------------------------------|---|------|------------------------------------|---|------|-----------------------------|---|------|---|
| | 2 | ,639 | | 2 | ,659 | | 2 | ,539 | |
| | 3 | ,725 | | 3 | ,718 | | 3 | ,574 | |
| | 4 | ,779 | | 4 | ,679 | | 4 | ,775 | |
| | 5 | ,600 | | 5 | ,577 | | 5 | ,555 | |
| | 6 | ,682 | | 6 | ,588 | | 6 | ,571 | |
| | 7 | ,660 | | 7 | ,702 | | 7 | ,630 | |
| | 8 | ,705 | | 8 | ,797 | | 8 | ,518 | |
| | 9 | ,686 | | 9 | ,621 | | 9 | ,608 | |

Table 4 shows correlation coefficient between dimensions and total score of the questionnaire, correlation coefficients between sub-dimensions and total score and correlation coefficients values .

Table (4) correlation coefficient between dimensions and total score of the questionnaire .

| Dimensio n | Cognitiv e | Psychologica l | Socia l | Religiou s | Politica l |
|----------------------|---------------|-------------------|------------|---------------|---------------|
| Positive effects. | ,741 | ,787 | ,568 | ,694 | ,661 |
| Negative effects. | ,723 | ,678 | ,755 | ,764 | ,688 |

It appears from table (4)all correlation coefficients values between sub-dimensions and total score of negative and positive effects are significant at level ,01. Therefore, items have a high degree of internal consistency . Also it appeared correlation coefficients values between items and total score of sub-scale are statistically significant at level ,01

Reliability by using Alpha Cronbach and Half Split of the questionnaire .

Scale reliability coefficient was calculated on the pilot sample by using Alpha Cronbach coefficient and Half Split . The results were (,53 - ,69) for positive effects and (,57 - ,62) for negative effects respectively and they suggest an acceptable level of reliability .

-Cultural Identity Scale (prepared by the researcher): **Scale Description):** The researcher designed Cultural Identity Scale through related literature, books and previous research . The scale in its final form consists of (20) item and each item has five choices (I strongly agree- I agree – Neutral – I disagree – I strongly disagree). Scale reliability and validity were verified as follows :

-Raters validity : These items were presented to 7 professors of psychology and fundamentals of education to determine their suitability for the aim they were developed for and judge them in terms of fulfilling Cultural Identity . The agreement ratio was not less than 80% . Some items were removed, others were reestablished and accordingly the scale in its final form was established after making sure of items proficiency and their readability for application . The items were 20 expressing Cultural Identity . Then the researcher verified the psychometric properties of the scale .

Reliability by using Alpha Cronbach coefficient and Half Split :

Scale reliability coefficient was calculated on study sample by using Alpha Cronbach coefficient and Half Split . The results were (,73 – 75,) respectively and they suggest an acceptable level of reliability .

Data Review :

Study Results :

First Question : " What is the level of negative and positive cognitive, social, psychological, religious, political effects of using Social Media in College Students ?" . To answer this question we calculated Frequencies and arithmetic means and the tables (5-15) show this .

Table (5) Frequencies, arithmetic means and standard deviations of positive cognitive effects of using Social Media in study sample .

| Item | | Very weak | Weak | moderate | big | Very big | Arithmetic mean | Standard Deviation |
|---------|--------|-----------|------|----------|-----|----------|-----------------|--------------------|
| Getting | repeti | 8 | 9 | 62 | 50 | 10 | 3,99 | 1,09 |

The effects of using Social Media and its relationship

| | | | | | | | | |
|--|------|----------------|----------------|------------|----------------|---------------------|------|------|
| knowle dge from its correct sources . | tion | 3,5 | 3,9 | 27,0 | 21 ,7 | 1 43, 9 | | |
| Enhanc ing scientif ic thinkin g. | | 12 5,2 | 28 12, 2 | 64 27,8 | 47 20 ,4 | 79 34, 3 | 3,67 | 1,21 |
| Develo ping innovat ive thinkin g skills . | | 37 16, 1 | 13 5,7 | 52 22,6 | 53 23 ,0 | 75 32, 6 | 3,50 | 1,41 |
| Acquiri ng knowle dge researc h skills . | | 24 10, 4 | 19 8,3 | 61 26,5 | 50 21 ,7 | 76 33, 0 | 3,59 | |
| Identify ing the talented . | | 16 7,0 | 8 3,5 | 48 20,9 | 37 16 ,1 | 12 1 52, 6 | 4,04 | 1,23 |
| Easy access to informa tion. | | 93 40, 4 | 44 19, 1 | 60 26,1 | 10 4, 3 | 23 10, 0 | 2,24 | 1,30 |

| | | | | | | | | |
|--|--|---------|--------|--------|--------|---------|------|------|
| Identifying innovation in each field. | | 12052,2 | 3515,2 | 4519,6 | 187,8 | 125,2 | 1,99 | 1,23 |
| Benefiting from others experiences. | | 146,1 | 146,1 | 6026,1 | 4017,4 | 10244,3 | 3,88 | 1,22 |
| An exchange of experiences and thoughts between different cultures . | | 41,7 | 62,6 | 2310,0 | 4720,4 | 15065,2 | 4,45 | 0,90 |

Mean of positive cognitive effects of using Social Media in college students (3,48).

Note: assessment level: mean value is very big from 4,20 to 5, big from 3,40 to 4,19, moderate from 2,60 to 3,39, low from 1,80 to 2,59 and very low from 1 to 1,79 .

It appeared from table (5) and diagram (1) that study sample responses towards positive cognitive effects of using social media ranged from 1,99 to 4,45 . The item " An exchange of experiences and thoughts between different cultures " is in the first rank with assessment level " very big " . The item " Identifying innovations in specialization domain " in the final rank

with assessment level "weak" and mean of positive cognitive effects is big (3,48) which suggest the height of positive cognitive effects of using social media.

Table (6) Frequencies, arithmetic means and standard deviations of negative cognitive effects of using social media in study sample.

| Item | Very weak | Weak | Moderate | Big | Very big | Arithmetic mean | Standard deviation |
|---|-----------|--------|----------|--------|----------|-----------------|--------------------|
| Proclaiming fanatic thinking and intolerance. | 146,1 | 198,3 | 6528,3 | 4218,3 | 9039,1 | 3,67 | 1,23 |
| Dogma | 13960,4 | 3414,8 | 2812,2 | 104,3 | 198,3 | 1,85 | 1,28 |
| Change inherited concepts in society . | 11951,7 | 3013,0 | 4017,4 | 2611,3 | 1516,5 | 2,08 | 1.32 |
| Spread irrational thoughts . | 11047,8 | 4218,3 | 4820,9 | 73,0 | 2310,0 | 2,09 | 1.31 |
| Marginalizing youth thinking . | 11750,9 | 3113,5 | 5925,7 | 146,1 | 93,9 | 1,99 | 1,17 |
| Scientific dishonesty . | 167,0 | 156,5 | 6126,5 | 6026,1 | 7833,9 | 3,73 | 1,19 |

Mean of negative cognitive effects of using social media in college students (2,58).

Table (6) and diagram (2) show study sample responses towards negative cognitive effects of using social media ranged from 1,85 to 3,76 and item " Proclaiming fanaticism and intolerance " in the first rank and its assessment level is big. The item " Dogma and stubbornness " in the final rank and its assessment level is weak. the general mean of negative cognitive effects is (2,58) with weak assessment level. This indicates negative cognitive effects of using social media are low.

Table (7) Frequencies, arithmetic means and standard deviations of positive psychological effects of using social media in study sample.

| Item | Ver y wea k | Wea k | Modera te | Big | Very big | Arithmet ic mean | Standar d deviati on |
|--|----------------------|------------|--------------|----------------|----------------|---------------------|-------------------------------|
| Developing a feeling of happiness and satisfaction . | 55 23,9 | 30 13,0 | 78 33,9 | 35 15, 2 | 3 2 13,9 | 2,82 | 1,33 |
| Control of negative feelings . | 36 15,7 | 41 17,8 | 82 35,7 | 38 16, 5 | 33 14,3 | 2,96 | 1,24 |
| Enhancing self- confidence . | 49 21,3 | 51 22,2 | 76 33,0 | 36 15, 7 | 18 7,8 | 2,67 | 1,20 |
| Perceiving the world and life as a pleasant environmen t. | 24 10,4 | 37 16,1 | 75 32,6 | 39 17, 0 | 55 23,9 | 3,28 | 1,28 |
| Supporting feelings of competence | 61 26,5 | 51 22,2 | 82 35,7 | 20 8,7 | 16 7.0 | 2,47 | 1,17 |

The effects of using Social Media and its relationship

| | | | | | | | | |
|--|--|------------|------------|------------|----------------|-----------|------|------|
| . | | | | | | | | |
| Increasing the ability to face problems . | | 91 39,6 | 70 30,4 | 62 27,0 | 3 1,3 | 4 1,7 | 1,95 | 0,94 |
| Developing a feeling of optimism and good expectancy . | | 40 17,4 | 40 17,4 | 94 40,9 | 37 16, 1 | 19 8,3 | 2,80 | 1,15 |
| Increasing a feeling of calm and comfort. | | 83 36,1 | 67 29,1 | 62 27,0 | 14 6,1 | 4 1,7 | 2,08 | 1,01 |

Mean of positive psychological effects of using Social Media in college students is 2,63.

Table (7) and diagram (3) show study sample responses towards positive psychological effects of using Social Media ranged from 1,95 to 3,28 and item " Perceiving the world and life as a pleasant environment " is in the first rank and has a moderate assessment level. Item "Increasing the ability to face problems " is in the final rank and has a weak assessment level. And the general mean of positive psychological effects is 2,63 and has a moderate assessment level. This indicates positive psychological effects of using Social Media are moderate.

Table (8) Frequencies, arithmetic means and standard deviations of negative psychological effects of using Social Media in study sample.

| Item | | Very weak | Weak | Moderate | Big | Very big | Arithmetic mean | Standard deviation |
|-------------------------------|--|-----------|----------|------------|----------------|-------------|-----------------|--------------------|
| Proclaiming criminal behavior | | 2 0,9 | 4 1,8 | 27 11,7 | 29 12 ,6 | 168 73,0 | 4,55 | 0,83 |

| r. | | | | | | | |
|---|------------|------------|------------|----------------|------------|------|------|
| Developing feelings of loneliness and isolation . | 22 9,6 | 10 4,3 | 70 30,4 | 51 22 ,2 | 77 33,5 | 3,66 | 1,25 |
| Proclaiming aggressive behavior. | 30 13,0 | 40 17,4 | 93 40,4 | 44 19 ,1 | 23 10,0 | 2,96 | 1,14 |
| Increasing feelings of depression . | 63 27,4 | 47 20,4 | 88 38,3 | 20 8, 7 | 12 5,2 | 2,44 | 1,13 |
| Increasing a feeling of anxiety. | 59 25,7 | 42 18,3 | 87 37,8 | 20 8, 7 | 22 9,6 | 2,58 | 1,23 |
| Enhancing a feeling of tension . | 79 34,3 | 63 27,4 | 64 27,8 | 20 8, 7 | 4 1,7 | 2,16 | 1,05 |
| Emotional instability. | 76 33,0 | 60 26,1 | 70 30,4 | 14 6, 1 | 10 4,3 | 2,23 | 1,11 |

Mean of negative psychological effects of using Social Media in college students is 2,94

Table (8) and diagram (4) show study sample responses towards negative psychological effects of using Social Media ranged from 2,16 to 4,55. The item " Proclaiming criminal behavior " is in the first rank and has a very big assessment level. The item " Enhancing a feeling of tension " is in the final rank and has a weak assessment level. This indicates negative psychological effects of using Social Media are moderate.

Table (9) Frequencies, arithmetic means and standard deviations of positive social effects of using Social Media in study sample.

| Item | Ver y wea k | We ak | Moder ate | Bi g | Ver y big | Arithme tic mean | Standa rd deviati on |
|--|----------------------|------------|--------------|----------------|-----------------|------------------------|-------------------------------|
| Respect social system of the country. | 97 42, 2 | 50 21,7 | 54 23,5 | 23 10, 0 | 6 2,6 | 2,09 | 1,14 |
| Enhancing teamwork between the individual s . | 24 10, 4 | 44 19,1 | 96 41,7 | 26 11, 3 | 40 17, 4 | 3,06 | 1,19 |
| Increasing social ties between society member s. | 69 30, 0 | 42 18,3 | 65 28,3 | 19 8,3 | 35 15, 2 | 2,60 | 1,39 |
| Interest in society causes . | 32 13, 9 | 40 17,4 | 85 37.0 | 21 9,1 | 52 22, 6 | 3,09 | 1,31 |
| Protecting | 108 | 56 | 48 | 9 | 9 | 1,93 | 1,09 |

| | | | | | | | |
|--|----------|---------|---------|--------|-------|------|------|
| inherited values of society. | 47,0 | 24,3 | 20,9 | 3,9 | 3,9 | | |
| Interest in family role in socialization . | 108,47,0 | 45,19,6 | 56,24,3 | 15,6,5 | 6,2,6 | 1,98 | 1,10 |
| Society coherence and harmony. | 151,65,7 | 34,14,8 | 32,13,9 | 9,3,9 | 4,1,7 | 1,61 | 0,98 |
| Participating in voluntary work in society . | 154,67,0 | 32,13,9 | 36,15,7 | 2,0,9 | 6,2,6 | 1,58 | 0,96 |

Mean of positive social effects of using Social Media in college students is 2,24

Table (9) and diagram (5) show study sample responses towards positive social effects of using Social Media ranged from 1,58 to 3,09. The item " Interest in society causes " is in the first rank and has a weak assessment level. The item " Participating in voluntary work in society " is in the final rank and has a very weak assessment level. The general mean of positive social effects is 2,24 and has a weak assessment level. This indicates positive social effects of using Social Media are weak.

Table (10) Frequencies, arithmetic means and standard deviations of negative social effects of using Social Media in study sample.

| Item | Very weak | Weak | Moderate | Big | Very big | Arithmetic mean | Standard deviation |
|---------------------------------|-----------|---------|----------|---------|----------|-----------------|--------------------|
| Raising doubts about habits and | 25,10,9 | 45,19,6 | 97,42,2 | 29,12,6 | 34,14,8 | 3,01 | 1,16 |

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| | | | | | | | | |
|---|-----------------|------------|------------|----------------|----------------|--|------|------|
| traditions of the society . | | | | | | | | |
| Involvement in western culture . | 33 14, 3 | 40 17,4 | 83 36,1 | 34 14, 8 | 40 17, 4 | | 3,03 | 1,26 |
| The Spread of some social phenomena that contradict Islam teachings . | 25 10, 9 | 48 20,9 | 79 34,3 | 40 17, 4 | 38 16, 5 | | 3,08 | 1,22 |
| Lowering interaction opportunities between family members . | 59 25, 7 | 63 27,4 | 72 31,3 | 19 8,3 | 17 7,4 | | 2,44 | 1,17 |
| Increasing society problems . | 37 16, 1 | 50 21,7 | 83 36,1 | 34 14, 8 | 26 11, 3 | | 2,22 | 1,17 |
| Acquiring some undesirable social habits . | 86 37, 4 | 45 19,6 | 77 33,5 | 7 3,0 | 15 16, 5 | | 2,83 | 1,20 |
| Social marginalization of minorities the society . | 153 66, 5 | 34 14,8 | 34 14,8 | 5 2,2 | 4 1,7 | | 1,58 | 0,94 |

Mean of negative social effects of using Social Media in college students is 2,60

Table (10) and diagram (5) show study sample responses towards negative social effects of using Social Media ranged from 1,58 to 3,08. The item " The spread of some social phenomena that contradict Islam teachings " is in the first rank and has a moderate assessment level. The item " Social marginalization of minorities at the society " is in the final rank and has a very weak assessment level. The general mean of positive social effects is 2,60 and has a moderate assessment level. This indicates negative social effects of using Social Media are moderate.

Table (11) Frequencies, arithmetic means and standard deviations of positive moral and religious effects of using Social Media in study sample.

| Item | Very weak | Weak | Moderate | Big | Very big | Arithmetic mean | Standard deviation |
|---|----------------|----------------|------------|----------------|---------------------|-----------------|--------------------|
| Discussing religious issues. | 90 39, 1 | 64 27, 8 | 61 26,5 | 6 2, 6 | 9 3,9 | 2,04 | 1,06 |
| Sincere call for Allah . | 2 0,9 | 8 3,5 | 66 28,7 | 70 30 ,4 | 84 36, 5 | 3,98 | 0,93 |
| Proclaiming virtue and moral commitment . | 3 1,3 | 7 3,0 | 61 26,5 | 66 28 ,7 | 93 40, 4 | 4,04 | 0,95 |
| Commitment to Islamic Worship. | 5 2,2 | 5 2,2 | 71 30,9 | 66 28 ,7 | 83 36, 1 | 3,94 | 0,98 |
| Protecting religious values and cultural heritage . | 4 1,7 | 6 2,6 | 61 26,5 | 56 24 ,3 | 10 3 44, 8 | 4,08 | 0,99 |
| Immunity from western culture . | 39 17, 0 | 4 1,7 | 83 36,1 | 45 19 ,6 | 59 25, 7 | 3,53 | 1,34 |

| | | | | | | | |
|---|----------------|----------|------------|----------------|----------------|------|------|
| Knowledge of religious fatwas and sciences. | 53 23, 0 | 4 1,7 | 91 39,6 | 28 12 ,2 | 54 23, 5 | 3,11 | 1,41 |
|---|----------------|----------|------------|----------------|----------------|------|------|

Mean of positive moral and religious effects of using Social Media in college students is 3,51

Table (11) and diagram (7) study sample responses towards positive moral and religious effects of using Social Media ranged from 2,04 to 4,08. The item " Protecting religious values and cultural heritage " is in the first rank and has a big assessment level. The item " Discussing religious issues " is in the last rank and has a weak assessment level. The general mean of positive moral and religious effects is 3,51 and has a big assessment level. This indicate positive moral and religious effects of using Social Media are high.

Table (12) Frequencies, arithmetic means and standard deviations of negative moral and religious effects of using Social Media in study sample.

| Item | Very weak | We ak | Moder ate | Bi g | Ver y big | Arithm etic mean | Stand ard deviat ion |
|--|-------------|----------------|------------|----------------|----------------|------------------|----------------------|
| Raising doubts about fundame ntals of Islamic creed. | 135 58,7 | 40 17, 4 | 42 18,3 | 8 3,5 | 5 2,2 | 1,73 | 1,02 |
| Proclaimi ng thoughts that contradic t Islam . | 125 54,3 | 40 17, 4 | 50 21,7 | 9 3,9 | 6 2,6 | 1,83 | 1,06 |
| Distortin g distinguis | 12 5,2 | 15 6,5 | 61 26,5 | 76 33, 0 | 66 28, 7 | 3,73 | 1,10 |

| | | | | | | | |
|---|------------|-----------|------------|----------------|----------------|------|------|
| hed religious character s . | | | | | | | |
| Weakeni ng values context in society individua ls . | 6 2,6 | 15 6,5 | 66 28,7 | 58 25, 2 | 85 37, 0 | 3,87 | 1,07 |
| Divesting youth of Islamic values and principle s . | 65 28,3 | 6 2,6 | 75 32,6 | 27 11, 7 | 57 24, 8 | 3,02 | 1,51 |
| The Spread of western values that contradic t Islam . | 74 32,2 | 7 3,0 | 56 24,3 | 40 17, 4 | 53 23. 0 | 2,96 | 1,56 |
| Removin g Islamic history landmark s. | 81 35,2 | 14 6,1 | 54 23,5 | 20 8,7 | 61 26, 5 | 2,85 | 1,61 |
| Spread of pornogra phic clips . | 85 37,0 | 5 2,2 | 60 26,1 | 33 14, 3 | 47 20, 4 | 2,79 | 1,56 |

Mean of negative moral and religious effects of using Social Media in college students is 2,83

Table (12) and diagram (8) show study sample responses towards negative moral and religious effects of using Social Media ranged from 1,73 to 3,87. The item " Weakening values system in society individuals " is in the first rank and has a big assessment level. The item " Raising doubts about fundamentals of Islamic creed " is in the final rank and has a very big assessment level. The general mean of positive moral and religious effects is 2,83 and has a moderate assessment level. This indicates negative moral and religious effects of using Social Media are moderate.

Table (13) Frequencies, arithmetic means and standard deviations of positive political effects of using Social Media in study sample.

| Item | Very weak | Weak | Moderate | Big | Very big | Arithmetic mean | Standard deviation |
|---|------------|------------|------------|------------|------------|-----------------|--------------------|
| Assessing state officials efforts . | 35 15,2 | 41 17,8 | 82 35,7 | 39 17,0 | 33 14,3 | 2,97 | 1,24 |
| Encouraging belonging to home country . | 58 25,2 | 43 18,7 | 87 37,8 | 20 8,7 | 22 9,6 | 2,59 | 1,23 |
| Giving a real picture of the political situation. | 61 26,5 | 51 22,2 | 81 35,2 | 20 8,7 | 17 7,4 | 2,48 | 1,18 |
| Receiving opinions and political thoughts that contribute | 76 33,0 | 60 26,1 | 70 30,4 | 14 6,1 | 10 4,3 | 2,23 | 1,11 |

| | | | | | | | |
|---|------------|------------|------------|------------|------------|------|------|
| to develop ... | | | | | | | |
| Keeping the country stable and sovereign. | 96 41,7 | 50 21,7 | 55 23,9 | 23 10,0 | 6 2,6 | 2,10 | 1,13 |
| Raising political awareness in the individuals . | 23 10,0 | 47 20,4 | 97 42,2 | 29 12,6 | 34 14,8 | 3,02 | 1,15 |
| Proclaiming moderate thought and facing extremism and terrorism . | 31 13,5 | 42 18,3 | 83 36,1 | 34 14,8 | 40 17,4 | 3,04 | 1,25 |
| Encouraging communication with state officials. | 25 10,9 | 48 20,9 | 79 34,3 | 40 17,4 | 38 16,5 | 3,08 | 1,22 |

Mean of positive political effects of using Social Media in college students is 2,69

Table (13) and diagram (9) show study sample responses towards positive political effects of using Social Media ranged from 2,10 to 3,08. The item " Encouraging communication with state officials " is in the first rank and has a moderate assessment level. The item " Keeping the country stable and sovereign " is in the final rank and has a weak assessment level. The general mean of positive political effects is 2,69 and has a moderate assessment level. This indicates positive political effects of using Social Media is moderate.

Table (14) Frequencies, arithmetic means and standard deviations of negative political effects of using Social Media in study sample.

| Item | Very weak | Weak | Moderate | Big | Very big | Arithmetic mean | Standard deviation |
|---|----------------|----------------|------------|----------------|----------------|-----------------|--------------------|
| Rebellion against the ruling authority . | 49 21, 3 | 51 22, 2 | 76 33,0 | 36 15 ,7 | 18 7,8 | 2,67 | 1,20 |
| Calling for backing terrorist groups . | 62 27, 0 | 47 20, 4 | 88 38,3 | 20 8, 7 | 13 5,7 | 2,46 | 1,14 |
| The spread of chaos in society . | 24 10, 4 | 36 15, 7 | 75 32,6 | 40 17 ,4 | 55 23, 9 | 3, 29 | 1,28 |
| Proclaiming false news threatening the political security of the state. | 90 39, 1 | 68 29, 6 | 64 27,8 | 6 2, 6 | 2 0,9 | 1 | 0,92 |
| Facilitating communication between terrorists. | 79 34, 3 | 63 27, 4 | 64 27,8 | 20 8, 7 | 4 1,7 | 2,16 | 1,05 |
| Insulting state top officials. | 81 35, 2 | 67 29, 1 | 63 27,4 | 15 6, 5 | 4 1,7 | 2,10 | 1,02 |

Mean of negative political effects of using Social Media in college students is 2,49

Table (14) and diagram (10) show study sample responses towards negative political effects of using Social Media ranged from 1,97 to 3,29. The Item "Proclaiming chaos in society " is in the first rank and has a moderate assessment level. The Item " Proclaiming false news threatening the political security of the state " is in the final rank and has a weak assessment level. The general mean of positive moral and religious effects is 2,49 and has a weak assessment level. This indicates the negative political effects of using Social Media is low.

Table (15) means arrangement of negative and positive effects of using Social Media in study sample.

| Effects | Me an | Arrange ment | Assess ment level | Me an | Arrange ment | Assess ment level |
|---------------------------|----------|-----------------|-------------------------|----------|-----------------|-------------------------|
| Cognitive | 3,4 8 | 2 | big | 2,5 8 | 4 | weak |
| Psycholo gical | 2,6 3 | 4 | moderat e | 2,9 4 | 1 | moderat e |
| Social | 2,2 4 | 5 | weak | 2,6 0 | 3 | moderat e |
| Moral and Religious | 3,5 1 | 1 | big | 2,8 3 | 2 | moderat e |
| Political | 2,6 9 | 3 | moderat e | 2,4 9 | 5 | weak |
| Total | 2,9 1 | | moderat e | 2,7 | | moderat e |

It appears from table (15) and diagram (11) that positive effects (cognitive, religious and moral) of using Social Media are big while social positive effects are weak. On the other side negative effects (psychological, social, religious and moral) of using Social Media are moderate while negative effects (cognitive and political) weak.

Commentary on first question results:

Moral and religious positive effects of using Social Media are in the first rank and have a big assessment level in which the item " Protecting religious

values and cultural heritage " is in the first rank while moral and religious negative effects have a moderate assessment level. The Item " Weakening values system in the individuals " is in the first rank. This indicates religious positive effects are higher than negative effects because Saudi Society is religious and is inclined to use Social Media to take Fatwa and discuss religious scholars although there are persons who want to weaken these values and it is possible to go beyond moral values. This result agrees with studies by: Al Tayar (2014), Al Gamal (2014), Al Otebi and Al Rashdi (2013), Al Oreshi and Al Doseri (2015), Mahmoud (2016), Nesh (2015), Hamdi (2015) and Mohamed (2015).

Cognitive positive effects are in the second rank with a big assessment level in which the item " Exchange of experiences and ideas between different cultures " is in the first rank while cognitive negative effects have a weak assessment level. The Item " Proclaiming fanatic thought " is in the first rank. This indicates cognitive positive effects are higher than negative effects because of the importance of Social Media in education. This result agrees with studies by: Al Moshkah (2014), Al Hazani (2013), Salman (2015), Abd Alaziz (2015), Awag, Tebri (2016), Al Gohni (2017), Tiryakiglu, Erzurum (2012), Yaman (2014) in the positive aspect. It differs with studies by Hag Ahmed and Omar (2017), Al Trawna and Al Fonikh (2012) in the negative aspect.

-Political positive effects are in the third rank with a moderate assessment level in which the item " Encouraging communication with state officials " while political negative effects have a weak assessment level. The Item " Proclaiming chaos in society " is in the first rank. This indicates Social Media enhances political participation in college students via expressing their opinions and attitudes. This result agrees with studies by Ibn Warkla (2013), Al Badawi and Tom (2015), Hosam (2015), Ismail, Omran and Refaei (2014), Abd Arazak and Al Delmi (2016), Saleh (2016), Nada (2014) Al Madani (2016), Al Hegili and Ananza (2016), Soon and Marina (2002).

-Psychological positive effects are in the fourth rank with a moderate assessment level in which the item " Perceiving world as pleasant " in the first rank. Psychological negative effects have a moderate assessment level and the item " The Spread of criminal behavior " is in the first rank. This indicates Social Media has psychological positive and negative effects. This

result agrees with studies by Al Nerb and Al Sahar (2016), Mostafa (2016), Al Balwi (2015), Al Balwi (2014), Al Aisra and Al Malki (2017), Alaa Al Din (2014), Abo Eisha and Bashir, Katikalapudi et al (2012), Hardie, Tee (2007), Mcmorris et al (2012) and Bhat (2017) Orchard, Fullwood (2010).

Social positive effects are in the final rank with a weak assessment level in which the item " Interest in society causes " is in the first rank. Social negative effects have a weak assessment level. The item " Proclaiming some social phenomena that contradict Islam teachings " is in the first rank. This indicates Social Media has a weak effect on college students from the social perspective because social fabric in Saudi Arabia is coherent and the results of this study differ with studies by: Shaban (2016), Obada (2016), Al Obeid (2014) Farag and Abd Alrahman (2014), Al Doi (2017), Hussein (2016), Kraut et al (2007) and Das (2012).

-To answer the question " What is the level of Cultural Identity in college students?" Frequencies, arithmetic means and standard deviations of student's responses were calculated on Cultural Identity scale as indicated in table (16).

Table (16) Frequencies, arithmetic means and standard deviations of student's responses on Cultural Identity scale.

| Item | I disagree | I strongly disagree | Neutral | I agree | I strongly agree | Arithmetic mean | Standard deviation |
|------|------------|---------------------|------------|-------------|------------------|-----------------|--------------------|
| 1 | 4 1,7 | 1 0,4 | 29 12,6 | 48 20,8 | 148 64,1 | 4,46 | 0,86 |
| 2 | 4 1,7 | 6 2,6 | 44 19,0 | 103 44,6 | 73 31,6 | 4,02 | 0,88 |
| 3 | 0 0 | 0 0,0 | 76 32,9 | 74 32,0 | 80 34,6 | 4,02 | 0,83 |
| 4 | 2 | 2 | 20 | 68 | 140 | 4,50 | 0,73 |

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| | | | | | | | |
|----|-----------|-----------|------------|----------------|-------------|------|------|
| | 0,9 | 0,9 | 8,7 | 29, 4 | 60,6 | | |
| 5 | 0 0,0 | 0 0,0 | 22 9,5 | 52 22, 5 | 156 67,5 | 4,58 | 0,66 |
| 6 | 0 0,0 | 0 0,0 | 34 14,7 | 82 35, 5 | 114 49,4 | 4,35 | 0,72 |
| 7 | 1 0,4 | 1 0,4 | 51 22,1 | 69 29, 9 | 106 45,9 | 4,20 | 0,86 |
| 8 | 5 2,2 | 5 2,2 | 57 24,7 | 68 29, 4 | 84 36,4 | 3,91 | 1,04 |
| 9 | 17 7,4 | 17 7,4 | 48 20,8 | 47 20, 3 | 88 38,1 | 3,69 | 1,30 |
| 10 | 2 0,9 | 2 0,9 | 43 18,6 | 66 28, 6 | 110 47,6 | 4,19 | 0,93 |
| 11 | 0 0,0 | 0 0,0 | 19 8,2 | 64 27, 7 | 147 63,6 | 4,56 | 0,64 |
| 12 | 0 0,0 | 0 0,0 | 31 13,4 | 99 42, 9 | 98 42,4 | 4,27 | 0,72 |
| 13 | 10 4,3 | 14 6,1 | 79 34,2 | 47 20, 3 | 80 34,6 | 3,75 | 1,13 |
| 14 | 2 0,9 | 1 0,4 | 10 4,3 | 46 19, 9 | 171 74,0 | 4,67 | 0,66 |
| 15 | 3 | 7 | 45 | 49 | 126 | 4,25 | 0,96 |

| | | | | | | | |
|----|-------------|----------|------------|----------------|------------|------|------|
| | 1,3 | 3,0 | 19,5 | 21, 2 | 54,5 | | |
| 16 | 42 18,2 | 0 0,0 | 66 28,6 | 42 18, 2 | 80 34,6 | 3,51 | 1,43 |
| 17 | 52 22,5 | 0 0,0 | 81 35,1 | 37 16, 0 | 60 26,0 | 3,23 | 1,44 |
| 18 | 116 50,2 | 5 2,2 | 39 16,9 | 21 9,1 | 49 21,2 | 2,49 | 1,65 |
| 19 | 34 14,7 | 0 0,0 | 79 34,2 | 50 21, 6 | 67 29,0 | 3,50 | 1,31 |
| 20 | 66 28,6 | 0 0,0 | 71 30,7 | 33 14, 3 | 60 26,0 | 3,09 | 1,53 |

The general mean of Cultural Identity is 3,96

It appeared from table (16) that Cultural Identity level is big in which the general mean of Cultural Identity is 3,96 in university male and female students. This result agrees with studies by: Gellali (2016), Baklof (2015), Hamd and Al Fadhel (2015), Zwar (2017), Shaw (2017), Mabni (2014), Brinbaum (2008), Barker (2009), Hass, Guravatch, Katz (2009). This is because of rising interest by universities in Cultural Identity via symposiums and teaching Cultural Identity to college students through general curricula. Also Saudi Society is a tribal one in which tribe habits and values are deep-rooted in youth so they adhere to their Cultural Identity.

3-What is Psychological Security level in college students? Arithmetic mean and standard deviation were calculated as indicated in table (17)

Table (17) shows arithmetic mean and standard deviation of Psychological Security in study sample.

| Variable | Arithmetic mean | Standard deviation |
|------------------------|-----------------|--------------------|
| Psychological Security | 16,33 | 4,02 |

It appeared from the above-mentioned table Psychological Security level (16,33) is moderate according to score explanation on the scale and this means university student feels his needs fulfilled, his development demands

met and key components of his life are not at risk moderately. Also, he feels satisfied with his self and society moderately. The study was conducted on Shakraa University Students who live in remote areas and have a high belonging. This high belonging generates satisfaction and happiness.

4-Are there differences between college students' responses in negative and positive cognitive, social, psychological and moral and religious effects of using Social Media, Cultural Identity and Psychological Security attributed to gender variable (male – female).

Arithmetic mean, standard deviation and T value of differences between males and females as indicated in table (18)

Table (18) differences between males and females in negative and positive effects of using Social Media, Cultural Identity and Psychological Security.

| Variables | Number | Mean | Standard Deviation | "T" value |
|-----------|--------|--------|-----------------------|--------------|
| Female | 120 | 79,66 | 6,50 | 1,09 |
| male | 110 | 78,78 | 5,64 | |
| Female | 120 | 17,12 | 4,17 | 3,16 |
| male | 110 | 15,47 | 3,70 | |
| Female | 120 | 96,83 | 12,67 | 3,06 |
| male | 110 | 92,13 | 10,41 | |
| Male | 120 | 118,06 | | 2,61 |
| female | 110 | 114,45 | 11,55 9,10 | |

It appeared from the above-mentioned table there are differences between college male and female students in Psychological Security and negative and positive effects in favor of female students while there are not significant statistically differences between college male and female students in Cultural Identity. This indicates Social Media has more effect on female students compared to male students as female students use Social Media more than male students.

5-Are there differences between college student's responses in negative and positive cognitive, social, psychological and religious and moral effects of using Social Media, Cultural Identity and Psychological Security attributed to specialization variable (scientific- human)?

Arithmetic mean, standard deviation and T value of differences between scientific and human specializations as indicated in table 19

Table (19): Differences between human and scientific specialization in negative and positive effects of using Social Media, Cultural Identity and Psychological Security.

| Variables | Numb er | Mean | Standard deviation | "T" valu e | Significance |
|---|------------|--------------------------|-----------------------|------------------|-----------------|
| Cultural Identity Scientific human | 112 118 | 115,6 7 116,9 7 | 10,70 10,48 | 0,93 | Not significant |
| Psychologic al Security Scientific human | 112 118 | 93,69 95,42 | 12,27 11,43 | 1,11 | Not significant |
| Negative effects Scientific human | 112 118 | 16,04 16,61 | 4,13 3,92 | 1,08 | Not significant |
| Positive effects Scientific human | 112 118 | 78,67 79,78 | 6,34 5,84 | 1,38 | Not significant |

It appeared from table (19) there are no differences between scientific and human specializations in Cultural Identity, Psychological Security and negative and positive effects of Social Media because of equitable opportunities in feelings of Psychological Security, using the same Social Media and following the same applications that help to communicate with others.

6-Is there a correlation between positive cognitive, psychological, social, religious and moral and political effects of using Social Media, Cultural Identity and Psychological Security in college students?

Correlation coefficient was calculated between positive effects of using Social Media, Cultural Identity and Psychological Security in college students as indicated in table (20).

Table (20): The relationship between positive effects of using Social Media, Cultural Identity and Psychological Security.

| Variable | Positive effects | Cognitive | Psychological | Social | Religious and moral | Political |
|------------------------|------------------|-----------|---------------|--------|---------------------|-----------|
| Cultural Identity | 0,660 | 0,099 | 0,444 | 0,505 | 0,053- | 0,941 |
| Psychological Security | 0,884 | 0,062 | 0,616 | 0,691 | 0,002- | 0,642 |

It appeared from the above-mentioned table there is a positive correlation between positive effects, Cultural Identity and Psychological Security with a correlation coefficient of (,660 - ,884) because of the correlation between political, social and psychological effects (0,491 – 0,505 – 0,444), Cultural Identity (0,642-0,691 – 0,616) and Psychological Security.

The result that refers to a correlation between positive effects and Cultural Identity agrees with studies by: Ibn Gellali (2016), Baklof (2015), Hamad and Al Fadhel (2015), Zwar (2017), AL Aradhawi (2014), Mabni (2014). The result that refers to a correlation between positive effects and Psychological Security agrees with studies by: Shenawi, Abas (2014), Mostafa (2016).

7-Are there differences between responses of high identity college students and low identity college students in positive effects (cognitive, psychological, social, religious and moral and political) and Psychological Security?

T test for differences between responses of high identity college students and low identity college students in positive effects and Psychological Security as indicated in table 21.

Table (21): Differences between responses of high identity college students and low identity college students in positive effects and Psychological Security.

| Variable | Identity | Number | Arithmetic mean | Standard deviation | "T" value |
|--------------------------------------|---------------|--------|-----------------|--------------------|-----------|
| Psychological security | High identity | 108 | 19,51 | 2,87 | 16,854 |
| | Low identity | 22 | 13,52 | 2,52 | |
| Positive cognitive effects | High identity | 108 | 31,66 | 3,90 | 1,031 |
| | Low identity | 122 | 31,06 | 4,80 | |
| Positive psychological effects | High identity | 108 | 22,76 | 3,34 | 7,026 |
| | Low identity | 122 | 19,52 | 3,63 | |
| Positive social effects | High identity | 108 | 20,81 | 5,67 | 8,091 |
| | Low identity | 122 | 15,43 | 4,40 | |
| Positive religious and moral effects | High identity | 108 | 24,33 | 3,52 | 0,971 - |
| | Low identity | 122 | 24,75 | 2,92 | |
| Positive | High | 108 | 23,89 | 3 | |

The effects of using Social Media and its relationship

| | | | | | |
|-------------------|--------------------------|-----|-------|-------------|-------|
| political effects | identity Low identity | 122 | 19,28 | ,64 3,74 | 9,446 |
|-------------------|--------------------------|-----|-------|-------------|-------|

It appeared from the above-mentioned table there are differences between high and low Cultural Identity persons in positive effects (psychological, social and political) and Psychological Security in favor of high Cultural Identity college students while there are no differences in positive cognitive and religious and moral effects. This indicates the importance of enhancing Cultural Identity in college students to sustain Psychological Security and use positive Social Media (cognitive, social and political).

Research Recommendations:

-Enhancing university role by officials in establishing good values in youth and introducing different activities in curricula to make the youth avert negative use of Social Media.

-Increasing scientific symposiums and educational programs in university to indicate negative effect of Social Media on social values in college students.

-Increasing researchers interest continuously in studying the effect of Social Media on the youth as a result of its impact on the youth behaviors, values, concepts, culture and local and religious identity.

-Enhancing positive effects in universities via Social Media and benefitting from what it provides like culture, transfer of useful information, good programs, developing mind and averting passivity, laziness and violence.

-Providing college students with skills of dealing with technological age tools, its social variables and raising their awareness about negative and positive effects of Social Media.

-Organizing courses to raise the youth awareness about how to use Social Media and get its religious, social, cultural and scientific benefits.

-Forming youth groups under the supervision of university to discuss important social, cultural, religious and political issues on Social Media to exchange knowledge and develop good principles and values in students.

-Conducting studies to identify negative effects of using Social Media as perceived by teaching staff and other intellectual persons in society to design remedial plans to remove these effects.

Suggestions:

- 1-Effect of using Social Media on academic achievement in college students.
- 2-Family role to lower effect of using Social Media on family relationships.
- 3-Motives of using Social Media in college students in Saudi Arabia.

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