

## Negative Effects of Using the Social Network (Facebook) on Secondary School Students in Al-Yarmouk Area of Bani Kinana District, Jordan

Mohammed Abdullah Yousef Freewan

The Ministry of Education, Educational Directorate of Bani Kinana, High School Principal

\*Corresponding author: Mohammed A. Yousef Freewan | Received: 12.03.2019 | Accepted: 23.03.2019 | Published: 31.03.2019  
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### Abstract

The current study aimed to identify the negative effects of using the social network (Facebook) on the students of the secondary level and their differences according to the variables of gender and stream. The sample of the study consisted of (224) secondary students: 91 males and 133 females who were intentionally selected from the secondary schools in Al-Yarmouk area of Bani Kinana in Northern Jordan. The questionnaire was adopted in the process of data collection. The results showed that the mean of the negative effects of using the Social Network (Facebook) on the secondary students as a whole was (2.98) by a medium degree. The descending order of the fields of the tool is: (Social effects, health effects, academic effects, behavioral effects, and emotional and psychological effects). The results also showed that there were no statistical differences in the negative effects of using the social network (Facebook) on the secondary students due to the impact of the variables of gender and stream. The study recommended the need that the Ministry of Education adopts a national training project to help students cope with the negative effects of using the Facebook.

**Keywords:** Negative effects. Social Network (Facebook). Secondary level students. Al-Yarmouk area. Bani Kinana district. Jordan.

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### INTRODUCTION

With the start of the third millennium, the communication revolution became a new world of communication products which was called the social or the social media communication revolution to distinguish between it and the new communication revolution. With the appearance of Facebook in 2004, the human societies became more linked and connected. Furthermore, various methods of behaviour that were unknown in human history appeared through the transit of cities, countries and continents among individuals who are willing to come together and debate on issues of society that are of concern to the other, regardless of gender, intellectual affiliation, interests and hobbies; community is the basic component of social communication. Attention to the environment, sports, art, health, learning and sharing of images and videos has become the dominant characteristic of these social means [1].

The rapid and changing social development in the social communication witnessed by the human life and its accompanied modern terminology, habits and behaviors that have reached to the point of influencing the mental health on the one hand, and their performance on the other; this created fears among

researchers regarding the possibility of a negative impact on individuals in case such technological development was misused [2]. The speed in the technological progress, the communication revolution, the rapid delivery of information across the world in limited seconds, and the accessibility of all the strata of society through the means of communication available such as the Internet without restrictions to keep up with the world in its development and civilization, makes us look into this field and its negative effects and impacts that may be reflected on the individual and the community, especially that the Internet has enabled the abolition of the space, time and control on the content in its traditional form [3].

At every stage of the development of human life, psychologists and educators study the effects of age inputs on human beings and the possibility such levels influence them either positively or negatively and they also attempt to interpret the behaviour resulting from these inputs, adapt to it and use it for the well of human beings.

Given the individual's need to keep up with this development and its indispensability, there were various viewpoints among researchers regarding the importance of social media websites and their positive

and negative role in society. Their perspectives were centered on two sides.

In his view, this accelerated progression of social network technologies has made a greater connection among individuals, and has eliminated many differences among them. AL-Hayis [4] confirmed that most Omani youth rely on Facebook to communicate given the diversity of the topics of his interests, his ability to allow human interaction with different nationalities and his role in the positive impact of social interaction on the aspects of the young personality. Al-Zboun and Abu Saylik [5] showed a group of the positive social and cultural effects of the social network (Facebook) on teenage children, most notably of which are: expanding social relationships by following up on online news and courtesy of others, promoting and documenting friendships and increasing the number of friends who share the same interests. The study also stressed the importance of employing social networks in the educational field through creating websites and official pages on psychological counseling and social support for both children and adolescents in order to meet their needs, correspond with their interests, and develop their talents.

However, the other party believes that this progress has made significant drawbacks to the behaviour and relationships of individuals in general. Shinawi and Abbas [6] confirmed that the use of Facebook led to the emergence of a series of negative psychological, social and academic effects on teenagers. Awawdeh, [7] stated that using the (Facebook) causes teenagers to have negative psychological effects, such as: stress, anxiety, social withdrawal, frustration and depression with laziness, feeling of psychological loneliness and jealousy with sadness as a result of the loss of happiness and psychological and personal identity. Al-Zawawi [17] found a set of negative social effects for using the (Facebook) on the members of the society, such as: spreading lies that affect social relations, social isolation, loss of a sense of living realistically and living in a virtual world, loss of privacy and spying on it, sense of despair as a result of social comparison, emergence of differences among individuals, and being a victim of extortion and threats as a result of the presence of persons with a false account for defaming a person or a particular family. The results of [8] indicated a negative correlation between the level of using Facebook and the participation in social activities and the ability to perform academic tasks among students. Al-Muizri, Al-Yousef and Al-Saeed [9] stated that addiction to the Internet and social network websites has changed the cultural values of the Arab society. It helped to spread the crime and ease it, spread knowledge and socially unacceptable communication especially in emotional matters, increase social isolation and social alienation among family members and among the members of society because of the lack of

dialogue and the absence of the flavor of social meetings and the lack of social interaction and warm welcoming in addition to lies and differences created between the husbands and their children and friends.

Piaget believes that the middle adolescence in the secondary school is a stage of strong growth of cognition and knowledge; it represents the beginning of a rational and abstract thinking. The individual shows a tendency to abide by the rules, taking into account the feelings and expectations of others [18]. This stage is also a stage of biological and psychological change in which the personality, identity and self-conception of the individual take shape and move towards the emotional and intellectual maturity, as well as a social cultural transformation in the lives of individuals. The speed of mental capacity growth is increasing, so learners at this stage become able to absorb multiple skills that need to be nurtured. They also become able to understand abstract concepts and meanings [10].

Al-Gabari and Abu Shaira [11] stated that this stage is a dangerous and critical stage in the life of the individual whose realizations differ through experiences that are shaped by his contact with the social environment and through the social relations between him and the outside world; therefore the concept of the individual for his "self" and identity grows as a result of his interaction with the social environment. Accordingly, this concept is responsible for the conduct of the individual due to the fact that experiences that correspond to the concept of self, identity and social norms lead to satisfaction and psychological compatibility. As for the experiences that run counter to social norms and the concept of self and identity, they pose a threat to bad harmony. Melhem [12] pointed that a teenager who has a negative perspective of his self-perception and identity will in fact be more concerned, suffering, destructive and rebellious than those who enjoy respect, self-esteem and identity. The adolescent may revolt against his community as a way to express his anger or inability to achieve his goal, which is a real source of danger to the security and safety of society. This is confirmed by Al-Muharib which revealed that in case the adolescents are not cared for so they can form their identity and self-esteem, they may be a serious source against the community security and safety through the pursuit of delinquent behaviors, rebellion, disobedience and violating the laws of society [13, 14]. This stage is linked to the problems of society that the problems of the adolescent is often an extension of the problems of the environment surrounding him and a reflection of the events, ideas and crises that occur in society.

The impact of using the social media networks has been the focus of many researchers. Such studies include:

Awawdeh [7] conducted a study that aimed at identifying the psychosocial effects of using the social network Facebook for the students in Northern Palestine in light of some variables of gender, educational level and achievement. The study sample consisted of (139) male and female students selected from the 5th, 7th and 9th grades who use Facebook. The questionnaire was used in the process of data collection. The results showed that the psycho-social effects of using the social network Facebook among students were high and that there were differences attributed to the variable of the academic level in favor of the fifth graders and for the variable of achievement in favor of the average of (80) and above and the study showed no differences for the variable of gender.

Shinawi and Abbas [6] conducted a study that aimed at identifying the levels of using the Social Network (Facebook) and its relationship with the psychological compatibility of adolescent students. The study sample consisted of (466) male and female students who were selected from the 10th, 11th and 12th grades in the villages of Sahl Al-Batouf, Galilee in Palestine, who use the Facebook. The relational descriptive approach has been used and a scale was developed to detect the relationship of Facebook use in the psychological compatibility of adolescent students. The results of the study showed that the period of time spent by adolescent students in using Facebook, which obtained the highest frequency is "less than two hours a day", the level of the psychological compatibility among adolescent students who use Facebook was high, a statistically negative relationship between the time spent by adolescent students in using the Facebook and the level of the psychological compatibility, no statistically significant differences due to the impact of gender on the period of using Facebook among adolescents, and statistically significant differences on the psychological compatibility scale due to the impact of gender in favor of males in the personal compatibility while in fields of family compatibility, social compatibility, and academic compatibility, differences were in favor of the females and in the overall degree.

Al-Zboun and Abu Saylik [5] conducted a study that aimed at identifying the social and cultural impact of social media networks on teenage children in Jordan with the age range of 15 to 18 years. The study sample consisted of 276 teenage children using the Facebook. The study adopted the analytical descriptive approach, and the questionnaire was used for data collection. The results of the study showed that the most significant negative social and cultural impacts for the Facebook was represented in wasting time by following up on unnecessary topics and games for long hours online, getting acquainted with the opposite sex of whom people refuse to establish a relationship, and addiction to social networks and feeling the urge to follow them for long periods of time. The results also

indicated that the negative social and cultural impacts of social networks among the males were greater than the females according to their estimates.

Ilakkuvan, Johnson, Villanti, Evans & Turner [15] conducted a study in the United States of America that aimed at identifying the level of using the social media and its negative impact on the physical and psychological health among the university students. The sample was made up of (1062) university students selected randomly. To achieve the objective of the study, a scale for the level of using social media websites and a questionnaire of the daily behaviors of students were used. The results of the study showed that (63.1%) of the members of the study sample were using the social media websites to a high degree and that the negative effects of using the social media websites were high, and they affected the physical health (Alcoholism and drug addiction) and the mental health (depression, isolation and social withdrawal).

Mulisa, F. & Getahun [16] aimed at identifying the pros and cons of using the social media from the viewpoint of high school students in Ethiopia. The study sample was made up of (353) male and female students of the secondary level. The questionnaire was used in the data collection process. The results revealed that the pros of using the social network websites from the perspective of the secondary students were the entertainment and the ability to build social relations with others and getting acquaintance with the news of relatives and friends. The results indicated that the disadvantages of using social media were isolation from family and friends, inability to manage time and inclination towards social unity.

As indicated above, the researcher's sense of the problem of the current study was formed and he wanted to identify the negative effects of using the social media Network (Facebook) on the secondary school students in Al-Yarmouk area of Bani Kinana district, Jordan.

### Study Problem and Questions

Recently, Jordan has witnessed many different developments that have a significant and visible impact on society in general and on school students, including the secondary level students in particular. One of the most important change is the development and wide spread of the Internet among all segments of society. The Secondary-level students represent a large segment of Internet users, which represents a positive and negative challenge for Jordanian society because of the exponential growth of the Internet. The uses of the Internet has varied in terms of the interests of the secondary school students, where the social Network (Facebook) has emerged and it was widely used among all the male and female students of the secondary stage; some use it for purposes related to their study or scientific research, others prefer contacting others or

publishing social photos and videos from their trips, visits and social events on their personal profiles and their friends' profiles and some use it for entertainment, having fun and spending time.

However, the use of the Social Network (Facebook) and its spread among students in schools, especially the secondary school students and its easy use either in home or school most of the times of the day, have led to negative effects among students; it represented a real and dangerous source on their psychological, emotional, social and health state, their academic abilities and their level of educational achievement. This is confirmed by the results of previous studies, such as: Awawdeh [7], Al-Zawawi [17], Al-Zaboun and Abu Saylik [5], Shinawi and Abbas [6] and Al-Soyan [3].

The researcher, through his experience in the field of school work as a principle of a high school in Al-Yarmouk area, Bani Kinana, Jordan, noted a large turnout of secondary students to using the social media Network (Facebook), and he further noted the existence of some negative effects of use that is addiction which led to a poor academic achievement, poor performance in exams, poor completion of school duties and assignments, social isolation, aggression, violence and rapid fury, blackmail and ridicule, headaches and tinnitus, a feeling of weakness and mental inactivity, and eye redness and eye diseases. This drew the attention of the researcher that he investigated the negative effects of using the (Facebook) on secondary students. Accordingly, the problem of the current study emerged from answering the following questions:

- What are the negative effects of using the social network (Facebook) on secondary school students?
- What are the statistically significant differences at sig. ( $\alpha = 0.05$ ) in the negative effects of using the social Network (Facebook) on secondary school students according to the variable of gender (male, female)?
- What are the statistically significant differences at sig. ( $\alpha = 0.05$ ) in the negative effects of using the social Network (Facebook) on secondary school students according to the variable of the stream (scientific, literary, and vocational education)?

### Study Objectives

The current study aimed to identify the negative effects of using the social network (Facebook) on secondary school students and the statistically significant differences at sig. ( $\alpha = 0.05$ ) in the negative effects of using the (Facebook) on secondary school students depending on the variable of gender (male, female) and the variable of the stream (scientific, literary, and vocational education).

### Study Importance

The current study draws its importance from the following points:

- The study is expected to identify the negative effects of using the social network (Facebook) on students at the secondary level and their relationship with some demographic variables. It is also an addition to the human knowledge in the fields of education and awareness of the negative effects of using the social network (Facebook) on students in general and on the secondary school students in particular.
- It is hoped that the literature, theory, previous studies, the tool prepared, conclusions and recommendations of the current study be a contribution to the future research in this field to make it more accessible and easy.
- It is hoped that the results of this study would draw the attention of educators and specialists of students' guidance as well as parents towards the importance of identifying the risks and negative effects of using the Facebook on students through its clear conception based on scientific basis. It is also hoped that the results would reflect on the design of plans and programs and the prevention of the negative effects of using the Facebook on the students at the secondary level.

### Study Limitations

- The study was limited to investigating the negative effects of using the social media Network (Facebook) on students at the secondary level in the public schools in Al-Yarmouk area, Bani Kinana, North of Jordan from the perspective of the second-grade secondary students in the (scientific, literary, and vocational education) streams.
- This study was conducted in the first semester of the academic year 2018/2019.

### Study Terminology

The terms of study are defined as follows:

- **Negative Effects:** they include the negative impacts that affect the students of the secondary school in the academic, psychological, psychosocial, social, behavioral and health aspects as a result of their use of Facebook. Procedurally, they mean the total degree the student receives in terms of the questionnaire of the negative effects as a whole and their dimensions (academic effects, emotional and psychological effects, social effects, behavioral effects, and health effects) that are prepared by the researcher for the purpose of the study.
- **Social Network (Facebook):** Awawdeh [7] defined it as "a website that provides its users with the opportunity to discuss and share

information and ideas through personal files, photos, videos, diaries and chat room."

- **Secondary school students:** this level is considered the last stage of schooling, where students enroll in according to their abilities and inclinations; this level helps them continue their higher education or enter the labour market. The students of this level are those who study in the public schools in the scientific, literary, and vocational educational streams in Al-Yarmouk area of Bani Kinana in the Northern of Jordan in the academic year 2018/2019.

## Method and Procedures

### Study Methodology

The descriptive method was adopted in this study represented in the school survey method. Such approach enables us to answer questions regarding the

current status of the subject matter of the study. Through this approach, the questionnaire of the negative effects of using the Facebook was applied to the study sample after verifying its validity and reliability to identify the negative effects of using the Facebook on the students at the secondary level and its differences in terms of the variables of gender and stream.

### Study Population

The study population consisted of all the students of the secondary level in the secondary level in the area of Yarmouk of Bani Kinana amounting to 290 males and females after validating this fact according to the statistics of the Educational Planning Department in Bani Kinana directorate of education in the first semester of the academic year 2018/2019. The students are distributed in six schools according to Table-1.

**Table-1: Distribution of the Members of the Study Population Members according to School and Stream**

School	Stream			Total
	Scientific	literary	Vocational Education	
Kharja Secondary School for boys	15	34	-	49
Harema Secondary School for boys	16	22	22	60
Al Kharaba Secondary School for boys	-	11	-	11
Harema Secondary School for girls	20	26	20	66
Kharja Secondary School for girls	32	19	18	69
Al Seela Secondary School for girls	14	21	-	35
<b>Total</b>	<b>97</b>	<b>133</b>	<b>60</b>	<b>290</b>

The characteristics of the study population in terms of the variables of gender and stream are shown in Table-2.

**Table-2: Distribution of the members of the study population according to the variables of gender and stream**

Gender	stream			Total
	Scientific	literary	Vocational Education	
<b>males</b>	31	67	22	120
<b>Females</b>	66	66	38	170
<b>Total</b>	<b>97</b>	<b>133</b>	<b>60</b>	<b>290</b>

By reading Table-2, it is noted that the study population consisting of 290 male and female students in the secondary level in Al-Yarmouk area in Bani Kinana were distributed according to gender to 120 males and 170 females. However, according to the variable of stream, the students were distributed as follows: (97) male and female students in the scientific stream, 133 male and female students in the literary stream and (60) male and female students in the vocational education stream.

### Study Sample

The study sample consisted of (224) male and female students from the secondary level in Al-Yarmouk area of Bani Kinana district in the Northern of Jordan by 91 male students and 133 female students who were intentionally selected and they represented (77.2%) of the study population. Table-3 shows the distribution of the members of the study sample.

**Table-3: Frequencies and percentages of the study sample according to variables**

variables	categories	Frequency	percentage
<b>Gender</b>	male	91	40.6%
	female	133	59.4%
<b>Stream</b>	Scientific	80	35.7%
	Literary	98	43.8%
	Vocational Education	46	20.5%
	<b>Total</b>	<b>224</b>	<b>100.0</b>

### Study Tool: Questionnaire

The researcher in the current study used one tool, which is the questionnaire of the negative effects of using the social network (Facebook) after reviewing the theoretical literature and after concluding a clear concept of the negative effects of using the social Network (Facebook) and identifying them as follows: (academic effects, emotional and psychological effects, social effects, behavioral effects, and Health effects). The measurements and tools of the previous studies were examined such as those in Awawdeh [7], Al-Shinawi and Abbas [6], Al-Zboun and Abu Saylik [5] and used in setting the items according to the fields of the study tool. After its validity and reliability were validated, the final questionnaire consisted of (50) items were divided into five fields: the first field: academic effects (1-8 items), the second field: emotional and psychological effects (9-22 items), the third field: social effects by (23-34) items, the fourth field: the behavioral effects by (35-43 items), and the fifth field: health effects by (44-50). To explain the responses of the examined participants, the fifth likert scale was used: (very large, large, medium, low, and very low), where the respondent places a signal in front of each item of the tool and the tool is corrected by giving the following degrees (5, 4, 3, 2, 1) to the above mentioned scores. The grades of the tool were ranged between 50-250 degrees. To explain the estimates of the study sample to each field of the tool and the total degree, the following equation has been used:

Degree length = Upper limit – minimum limit (for gradation)/ no. of proposed categories =  $5-1 / 3 = 4/3 = 1.33$ .

- (1-2.33) low degree.
- (2.34 – 3.66) medium degree.
- (3.67 and above) high degree.

### Questionnaire's Validity and Reliability

To verify the validity of the content of the tool, its initial form was presented to ten experienced and specialized experts in the educational and psychological sciences at Yarmouk University, Al Al-Bayt University, Al-Balqa Applied University as well as educators in the field of Bani Kinana. In light of the views and suggestions of the experts, the linguistic and grammatical language of the items was edited as well as other modifications. The tool was taken out in its final form.

To ensure the validity of the study tool, confirmation was done through the (Test-retest) method through applying the questionnaire and re-applying it on a group from outside the sample after two weeks; such group consisted of (30) male and female students from the secondary level in Al-Yarmouk area in Bani Kinana, Jordan. The Pearson correlation coefficient was calculated in terms of the students' estimates on both occasions in addition to the internal consistency method according to Cronbach's Alpha equation. Table 4 shows the test-retest reliability coefficient and the internal consistency coefficient according to the Cronbach's Alpha equation for the fields and the tool as a whole.

**Table-4: Internal consistency coefficient of Cronbach's Alpha, the Test – Retest Reliability of the fields and the total degree**

field	Test – Retest Reliability	internal consistency
Academic effects	0.91	0.83
Emotional and psychological effects	0.93	0.88
Social effects	0.90	0.90
Behavioral effects	0.91	0.89
Health effects	0.92	0.88
Total degree	<b>0.94</b>	<b>0.96</b>

Table-4 shows that the test-retest reliability coefficients and the internal consistency coefficient according to Cronbach's Alpha equation for the fields and the tool as a whole were high and such values were considered appropriate for the purposes of this study.

### Study Procedures

The study procedures were represented as follows: identification of the study problem, questions and variables, preparation of the study tool after relying on the educational literature and previous scales and checking its validity and reliability, and meeting the members of the study sample in the secondary level in Al-Yarmouk area of Bani Kinana, Northern in their schools (public) after obtaining the approval of the official authorities for applying the study. The study

tool was distributed to the members of the study sample to collect data, and clarify the objectives and purposes of the study and procedures for answering the study tool. The questionnaires were then compiled, corrected, checked, computerized, and analyzed through the SPSS. Finally, the results were concluded and discussed and results and recommendations were written.

### Study Variables

**The main variable:** The negative effects of using the social network (Facebook).

### Mediator variables

- Gender: it has two categories: (male, female).
- Stream: it has three categories: (Scientific, literary, and vocational education).

### Statistical Processing Methods

For the purposes of extracting the results of the study, the following statistical methods were used:

- To identify the negative effects of using the social network (Facebook) on students at the secondary level, the means and standard deviations were used.
- To identify the statistically significant differences in the negative effects of using the Social Network (Facebook) on students at the secondary level, depending on gender (male, female), T test was used and for the different variable of stream (scientific, literary, and vocational education), ANOVA was used.

### Study Results

The current study aimed to identify the negative effects of using the social network (Facebook) on the secondary students and identify the statistically significant differences according to gender and stream. This part examines the findings of the present study.

#### Results related to the first question: "What are the negative effects of using the social network (Facebook) on the secondary school students"?

To answer this question, the means and standard deviations of the negative effects of the social network (Facebook) on the secondary students were extracted. Table 5 illustrates this.

**Table-5: means and standard deviations of the negative effects of using the Facebook on secondary students in a descending order according to means**

rank	number	field	mean	Stan. deviation	Level
1	3	Social effects	3.13	.9800	Medium
2	5	Health effects	3.10	1.108	Medium
3	1	Academic effects	3.04	.8550	Medium
4	4	Behavioral effects	2.88	1.065	Medium
5	2	Emotional and psychological effects	2.82	.9070	Medium
<b>Total degree</b>			<b>2.98</b>	<b>.8150</b>	Medium

Table-5 shows that the means ranged from (2.82-3.13), where the social effects was ranked first with the highest mean of (3.13) and a standard deviation of (.9800) at a medium degree followed by the health effects which was ranked second with an mean of 3.10 and a standard deviation of (1.108) by a medium level. The academic implications came in the third place with a mean of (3.04) and a standard deviation (0.855) by a medium degree followed by the behavioral effects in the fourth degree with a mean of

(2.88) and a standard deviation (0.907) by a medium degree and finally the emotional and psychological effects which came fifth, with a mean of (2.82) and a standard deviation of (0.907) at a medium level. The mean of the tool as a whole was (2.98) and the standard deviation was (0.815) by a medium level.

The means and standard deviations of the estimates of the members of the study sample for each field were as follows:

### Field 1: Academic Implications

**Table-6: Means and standard deviations of the items relating to the field of academic effects in a descending order according to means**

Level	No.	items	mean	Stan. deviation	level
1	3	Wasting study time	3.51	1.304	medium
2	4	Poor achievement of homework and school assignments	3.35	1.277	medium
3	2	Low level of general educational achievement	3.25	1.237	medium
4	1	frequent linguistic, grammatical and spelling errors as a result of mixing the colloquial language and the Arabicized English	3.05	1.308	medium
5	5	weak attention and focus in lessons	3.05	1.227	medium
6	6	low scores in monthly and final exams	3.01	1.221	medium
7	8	low degree of lessons' memorization and comprehension	2.98	1.264	medium
8	7	absence from school	2.12	1.127	medium
<b>Academic effects</b>			<b>3.04</b>	<b>.8550</b>	<b>medium</b>

Table-6 shows that the means of the items relating to the field of academic effects ranged from (2.12 – 3.51), where item (3), wasting study time, ranked first with the highest mean (3.51) and a standard

deviation of (1.304) by a medium degree followed by item (4), Poor achievement of homework and school assignments, which was second by a mean of (3.35) and a standard deviation of (1.277) by a medium degree.

Item (2), Low level of general educational achievement, was ranked third by a mean of 3.25 and a standard deviation of (1.237) by a medium degree followed by

item (7), absence from school, which ranked eighth and last with a mean of (2.12) and a standard deviation of (1.127) by a medium degree.

### Second field: Emotional and Psychological Effects

**Table-7: Means and standard deviations of items relating to the field of emotional and psychological effects in a descending order according to means**

Level	No.	items	mean	standard deviation	level
1	14	feeling of laziness	3.45	1.339	medium
2	13	depression due to emotional trauma	3.03	1.444	medium
3	15	Psychological loneliness	3.01	1.487	medium
4	10	Tension	2.98	1.330	medium
5	21	prevalence of narcissism among adolescents	2.97	1.478	medium
6	11	feeling of frustration	2.94	1.378	medium
7	17	feeling of sadness as a result of a loss of happiness	2.93	1.393	medium
8	12	general anxiety	2.91	1.306	medium
9	20	feeling of social withdrawal	2.90	1.444	medium
10	16	feeling of jealousy	2.77	1.500	medium
11	9	the individual is a victim of mockery and ridicule	2.60	1.334	medium
12	22	feeling of shame	2.57	1.310	medium
13	19	loss of mental and personal identity	2.31	1.255	medium
14	18	suicidal thinking or attempt to commit suicide	2.14	1.336	medium
Emotional and psychological effects			<b>2.82</b>	<b>.907</b>	medium

Table-7 shows that the means of the items relating to the field of emotional and psychological effects ranged from (2.14–3.45), where item (14), feeling of laziness, was ranked first by the highest mean of (3.45) and a standard deviation of (1.339) by a medium degree followed by item (13), depression due to emotional trauma, which was ranked second with a mean of (3.03) and a standard deviation of (1.444) by a

medium degree. Item (15), Psychological loneliness, was in the third place with a mean of 3.01 and a standard deviation of (1.487) by a medium degree followed by Item 18, suicidal thinking or attempt to commit suicide, which was ranked 14th and last with a mean of 2.14 and a standard deviation of (1.336) by a medium degree.

### Field 3: Social Effects

**Table-8: means and standard deviations of the items relating to the field of social effects are ranked in a descending order according to means**

Level	No.	items	mean	standard deviation	level
1	33	absence of social sessions and lack of convergence and warm welcoming	3.56	1.473	medium
2	23	prevalence of rumors and lies that affect social relations with family, friends, relatives and teachers	3.37	1.589	medium
3	30	prevalence of socially unacceptable acquaintance and communication	3.24	1.442	medium
4	25	loss of a sense of living in reality thus living in a virtual world	3.22	1.437	medium
5	24	social isolation from family, comrades and friends	3.21	1.332	medium
6	32	lack of dialogue and lack of interaction and social communication	3.21	1.318	medium
7	28	differences among family members and friends	3.13	1.356	medium
8	26	loss and spying on privacy	3.00	1.412	medium
9	31	non-observance of general taste or the requirements of tranquility in certain places such as the classroom, lab and library	3.00	1.408	medium
10	29	victims of extortion and threats due to the presence of persons with fake accounts	2.94	1.473	medium
11	27	feeling despair as a result of social comparison	2.88	1.299	medium
12	34	reputational abuse at the individual or family level	2.87	1.419	medium
Social effects			<b>3.13</b>	<b>.9800</b>	medium



Table-8 shows that the means of the items relating to the field of social effects ranged from (2.87-3.56), where item (33), absence of social sessions and lack of convergence and warm welcoming, was in the first place with the highest mean (3.56) and a standard deviation (1.437) by a medium degree followed by Item 23, prevalence of rumors and lies that affect social relations with family, friends, relatives and teachers, which was ranked second with an mean of (3.37) and a

standard deviation of (1.589) by a medium level. Item (30), prevalence of socially unacceptable acquaintance and communication, was in the third place with a mean of (3.24) and a standard deviation (1.442) by a medium degree followed by item (34), reputational abuse at the individual or family level, which was ranked 12th and last with a mean of (2.87) and a standard deviation of (1.419) by a medium degree.

#### Field 4: Behavioral effects

**Table-9: means and standard deviations of the items relating to the field of behavioral effects in a descending order according to means**

Level	No.	items	mean	standard deviation	level
1	41	promotion of immoral videos	3.14	1.621	medium
2	40	violation of privacy and extortion	3.04	1.437	medium
3	37	prevalence of cheating in exams	2.99	1.497	medium
4	42	tendency towards stubbornness and disobedience	2.96	1.367	medium
5	39	common crimes of theft and assault on the property of others	2.83	1.437	medium
6	36	mania and delinquency towards acts of violence and anger	2.80	1.375	medium
7	35	Tendency towards aggression	2.75	1.359	medium
8	43	Tendency towards extremism and illegal groups	2.69	1.410	medium
9	38	prevalence of burglary and murder	2.69	1.478	medium
<b>Behavioral effects</b>			<b>2.88</b>	<b>1.065</b>	<b>medium</b>

Table-9 shows that the means of the items relating to the field of the behavioral effects ranged from (2.69-3.14), where item (41), promotion of immoral videos, was ranked first with the highest mean (3.14) and a standard deviation of (1.621) by a medium degree followed by Item 40, violation of privacy and extortion, which was ranked second with a mean of

(3.04) and a standard deviation of (1.437) by a medium degree. Item (37), prevalence of cheating in exams, came in the third place with a mean of (2.99) and a standard deviation of (1.497) by a medium degree followed by Item 38, prevalence of burglary and murder, was ranked 9th and last with a mean of (2.69) and a standard deviation of (1.478) by a medium level.

#### Field 5: Health Effects

**Table-10: means and standard deviations of the items relating to the field of health effects in a descending order according to means**

Level	No.	Items	mean	standard deviation	level
1	44	insomnia and lack of sleep	3.58	1.411	medium
2	50	eye redness and eye diseases	3.47	1.574	medium
3	45	brain damage due to large use	3.24	1.430	medium
4	49	feeling weak and mental apathy	3.22	1.499	medium
5	48	headaches and tinnitus	3.21	1.529	medium
6	47	high blood pressure	2.55	1.344	medium
7	46	Heart disease	2.40	1.323	medium
<b>Health effects</b>			<b>3.10</b>	<b>1.108</b>	<b>medium</b>

Table-10 shows that the means of the items relating to the field of health effects ranged from (2.40–3.58), where item (44), insomnia and lack of sleep, was ranked first with the highest mean of (3.58) and a standard deviation of (1.411) by a medium level followed by item 50, eye redness and eye diseases, which was ranked second with a mean of (3.47) and a standard deviation of (1.574) by a medium degree. Item (45), brain damage due to large use, came in the third place with a mean of (3.24) and a standard deviation of (1.430) by a medium degree followed by item 46, Heart

disease, which was ranked seventh and last with a mean of (2.40) and a standard deviation of (1.323) by a medium level.

**Results related to the second question, "What are the statistically significant differences at sig. ( $\alpha = 0.05$ ) in the negative effects of using the social Network (Facebook) on secondary students according to gender (male, female)?"**

To answer this question, the means and standard deviations of the negative effects of using the

social network (Facebook) on the secondary students were extracted according to the variable of gender. To

identify the statistical differences among the means, T-test was used. Table-11 illustrates this.

**Table-11: Means, standard deviations and T test of the impact of the variable of gender on the negative effects of using the Facebook on the students of the secondary level**

effects and the total degree	Gender categories	No.	mean	standard deviation	T value	degrees of freedom	statistical significance
Academic effects	Male	91	3.10	.757	.937	222	.3500
	Female	133	3.00	.917	.971	214.190	.3320
Emotional and psychological effects	Male	91	2.73	.924	-1.214	222	.2260
	Female	133	2.88	.894	-1.206	189.278	.2290
Social effects	Male	91	3.15	.889	.207	222	.8360
	Female	133	3.12	1.041	.213	211.294	.8310
Behavioral effects	Male	91	2.92	1.001	.466	222	.6420
	Female	133	2.85	1.110	.475	205.874	.6350
Health effects	Male	91	3.05	1.065	-.513	222	.6090
	Female	133	3.13	1.138	-.519	201.644	.6040
Total degree	Male	91	2.97	.775	-.148	222	.8820
	Female	133	2.99	.845	-.151	203.836	.8800

Table-11 shows that there are no statistically significant differences at sig. ( $\alpha = 0.05$ ) in the negative effects of using the Social Network (Facebook) on the secondary students due to the impact of the variable of gender in all fields and in the overall degree.

**Results related to the third question, "What are the statistically significant differences at sig. ( $\alpha = 0.05$ ) in the negative effects of using the social Network**

**(Facebook) on secondary students according to the variable of the stream (scientific, literary, and vocational education) " ?**

To answer this question, the means and the standard deviations of the negative effects of using the social Network (Facebook) among the secondary students were extracted according to the variable of stream. Table-12 illustrates this.

**Table-12: Means and standard deviations of the negative effects of using Facebook on the students at the secondary level in Bani Kinana field according to the variable of stream**

effects and total degree	categories	No	mean	standard deviation
Academic effects	scientific	80	3.12	.855
	literary	98	2.91	.784
	vocational education	46	3.18	.974
	total	224	3.04	.855
Emotional and psychological effects	scientific	80	2.84	.846
	literary	98	2.79	.819
	vocational education	46	2.88	1.171
	total	224	2.82	.907
Social effects	scientific	80	3.23	1.016
	literary	98	3.05	.866
	vocational education	46	3.13	1.138
	total	224	3.13	.980
Behavioral effects	scientific	80	2.99	1.104
	literary	98	2.71	.941
	vocational education	46	3.02	1.214
	total	224	2.88	1.065
Health effects	scientific	80	3.23	1.149
	literary	98	3.00	.980
	vocational education	46	3.07	1.279
	total	224	3.10	1.108
Total degree	scientific	80	3.06	.804
	literary	98	2.89	.696
	vocational education	46	3.04	1.041
	total	224	2.98	.815

Table-12 shows an apparent variation in the means and standard deviations of the negative effects of the social network (Facebook) on the secondary

students according to the variable of stream. To illustrate the statistical differences among the means, ANOVA was used according to Table-13.

**Table-13: Analysis of the co-variance of the stream effect on the negative effects of using the Facebook on the secondary stage students**

effects and total degree	source	sum of squares	degrees of freedom	average squares	F value	statistical significance
<b>Academic effects</b>	between groups	3.166	2	1.583	2.187	.1150
	Intra-group	159.967	221	.724		
	Total	163.133	223			
<b>Emotional and psychological effects</b>	between groups	.285	2	.142	.172	.8420
	Intra-group	183.342	221	.830		
	Total	183.627	223			
<b>Social effects</b>	between groups	1.410	2	.705	.733	.4820
	Intra-group	212.597	221	.962		
	Total	214.007	223			
<b>Behavioral effects</b>	between groups	4.576	2	2.288	2.035	.1330
	Intra-group	248.507	221	1.124		
	Total	253.083	223			
<b>Health effects</b>	between groups	2.403	2	1.202	.979	.3770
	Intra-group	271.176	221	1.227		
	Total	273.579	223			
<b>Total degree</b>	between groups	1.540	2	.770	1.160	.3160
	Intra-group	146.741	221	.664		
	Total	148.281	223			

Table-13 shows that there are no statistically significant differences at sig. ( $\alpha = 0.05$ ) on the negative effects of using the social network (Facebook) on the secondary students due to the stream variable in all fields and in the tool as a whole.

### Discussion and Interpretation of Results

This part discusses the findings of the present study.

#### Discussion of the findings on the first question

The results of this question show that the mean of the negative effects of using the Social Network (Facebook) on the secondary school students in Al-Yarmouk area, Bani Kinana as a whole was (2.98) at a medium level. This result confirms the result of the literature that indicates the negative effects of using the social media network on students, especially if it is accompanied by times and hours of use or lack of awareness of concepts that accompanied the emergence of social networks such as self-disclosure and violation of privacy. The addiction to the social media network has also led to the emergence of some problems and negative effects in the society through the misuse of this

technique from some segments of society and social circles lacking self-discipline or control of the family or others especially among teenagers with incomplete mental and emotional maturity or lack of cultural awareness of the importance of this technique and the failure to legislate special laws to regulate this technique. Furthermore, Shinawi and Abbas [6], showed that the time spent by adolescent students in using Facebook, negatively affects the level of the psychological, personal, family, social and academic compatibility of students. Al-Zboun and Abu Saylik [5] also confirmed that the most significant negative social and cultural impacts of social media networks were represented in wasting time by following up on topics and unusual games for long hours on social networks, and feeling the urge to follow them for long times.

The results related to this question in terms of the study tools showed the negative effects of using the social network (Facebook) on secondary students, especially in the field of social effects, which came with the highest mean (3.13) by a medium degree. This is attributed to the fact that students spend many times surfing the social network Facebook, which leads to the

absence of the flavor of social sessions, the lack of convergence and warm meetings and welcoming, spreading rumors and lies that affect the social relations with family, friends, relatives and the school population, and the spread of socially unacceptable communications such as love, passion, threats and extortion, which led to the demolition and destruction of many families, the disruption of family ties and the loss of children. This was confirmed by [16], which indicated that the disadvantages of using social media websites were represented in isolation from family and friends, the inability to manage time and inclination towards social unity.

The field of the health effects was ranked second to a mean of (3.10) by a medium degree. This was attributed to the fact that addiction to the use of social network (Facebook) contributes to the incidence of heart disease, hypertension, headache, tinnitus, weakness, mental inactivity and low level of attention and perception as a result of a malfunction of the auditory functions in the cerebral cortex responsible for cognitive processes.

The field of the academic effects came in the third place with a mean of (3.04) by a medium degree due to the secondary students' loss of study time as a result of using the (Facebook) for long hours, poor completion of homework and school assignments, weak attention and focus in lessons and quotas and low level of general educational achievement due to the failure of the monthly and final exams.

The field of the behavioral effects came in the fourth rank by a mean of (2.88) by a medium degree. This is attributed to the easy promotion of immoral videos by directly sharing them on Facebook; they reach to large numbers of teenagers, which later contribute to the prevalence of burglary, murder and delinquency towards acts of aggression, anger and violence. Furthermore, Facebook has also violated the privacy and led to blackmail and cheating in exams as a result of the easy process of spreading the questions of exams.

The field of the emotional and psychological effects came in the fifth place, with a mean of (2.82) by a medium degree. This is attributed to the students' sitting and spending long hours surfing the social network (Facebook) which makes them lazy and sometimes depressed as a result of emotional trauma, a sense of anxiety, tension, frustration and psychological loneliness.

The current results were inconsistent with Awawdeh [7], which showed that the psychosocial effects of using the Facebook among students came high and [15], which indicated that the negative effects of using the Facebook on students were high.

### **Discussion of the findings of the second question**

The results of this question have shown that there are no statistically significant differences in the negative effects of using the (Facebook) on the secondary students due to the impact of gender in all fields and in the overall degree. This is attributed to the acceleration in the technological progress and the rapid delivery of information across the world in limited seconds, and the accessibility of all strata of society, including the secondary school students regardless of their gender through the means of communication available such as the mobile phone and the internet networks without restrictions to keep up with the world in its development and civilization. This has led to their addiction to the Social Network (Facebook), which has contributed significantly and clearly to the dissemination of negative academic, psychological, emotional, health, social and behavioural effects among them.

This can be explained by the exposure of social network addicts (Facebook) to many negative effects associated with this behavior especially as it became the problem of the era since it entered all the facilities of life; sailing in this virtual world became one of the concerns of individuals so there are several direct and indirect damages reflected on (Facebook). Addiction to the Social Network (Facebook) has also led to the emergence of some problems and negative effects in society through the poor use of this technique from some segments of society and social circles, including the secondary students (males and females) who lack self-discipline, family control especially among adolescents and mentally and emotionally immature young adults or lack of cultural awareness of the importance of this technique and the lack of legislations or laws for the controls of this technique.

The results of the current study are consistent with Awawdeh [6], which showed that there were no statistical differences in the psychosocial effects of using the social network (Facebook) among students due to the gender variable. However, the study was inconsistent with Al-Zboun and Abu Saylik [5] that showed the existence of statistically significant differences in the negative social and cultural effects of using the social network (Facebook) among students that were attributed to the variable of gender in favor of the males.

### **Discussion of the Findings on the Third Question**

The results of this question showed that there were no statistically significant differences in the negative effects of using the social network (Facebook) among the secondary students due to the variable of the stream in all fields and in the tool as a whole. This can be attributed to the correlation of using the Facebook for long hours; students in the secondary level are not aware of the risks and negative effects resulting from this use, and their lack of awareness of the concepts that

have accompanied the emergence of social media networks as a violation and breach of privacy and bad use.

## RECOMMENDATIONS

- The Ministry of Education should adopt a national training project to help students cope with the negative effects of using and controlling Facebook.
- The results show some negative effects from the use of the social media (Facebook) among the secondary level students. Formal and informal socialization institutions are called upon to spread cultural and social awareness through seminars, meetings and training programmes and reduce their negative effects (academic, psychological, emotional, health, social and behavioural) and their threats to the stability of the society as well as identify their various disadvantages.
- Conducting a study similar to the current study by dealing with larger communities, more samples and other taxonomic variables, such as: degree of intelligence, academic achievement, socio-economic level of the family, school stage.
- Conducting a pilot study based on the population counseling programs to reduce the level of negative effects resulting from using the Facebook among the secondary level students.
- Preventing students from carrying smart phone devices at school according to the decision of the Ministry of Education to prevent the dispersal of students' minds from studying in the classroom.

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