

The Impact of Using Twitter and Instagram to Promote Social Values Among University Students

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Abstract

The research aims to explore the impacts of students' use of social media on values of citizenship and determine which of their needs are gratified: the need for personal identity, integration, and social interaction or feeling satisfaction. The other goal is to determine the university students' expectations in the Arab world when using social networks. The research investigates the impact of using Facebook and Instagram in promoting Citizenship values among Arab students at Jordanian universities. The study's findings indicate that social media promotes social ideals and enhances citizenship among Arab students at Jordanian colleges. The principal aim for students utilizing social media is social interaction, with a mean score of (4.20) and a standard deviation of (0.50), which is achieved by accessing information regarding university life, which has a mean of (4.10). The foremost citizenship value was respect for others and tolerance, with a mean of (4.30) and a standard deviation of (0.42). Meanwhile, active community involvement scored a high mean of 4.25. Social networks greatly contributed to values like citizenship with particular emphasis on respect for diversity - mean 4.40 and involvement in civic matters - mean 4.25. The encouragement of talks over social media about national issues scored 4.35. These findings show the positive influence of social media on enhancing the level of participation and community involvement among students.

Keywords: *Social Media, Citizenship Values, University Students, Arab Students, Jordanian Universities, Social Interaction, Civic Engagement, Digital Communication, Social Networks, Higher Education.*

Introduction

Social media is undergoing a dramatic evolution, as individuals are using them to represent themselves in a new manner and, in doing so, freely posting and tweeting. Social media has many effects on users, both positively and negatively, that impact their knowledge and behavior. This study combines a descriptive method and a theoretical analysis of the effects that occur on students by using social media.

Youth comprise more than 30% of the population in the Arab area. The Arab world consists of 22 nations and territories recognized by the Arab League. Individuals aged 15–29 constitute approximately 30 percent of the population, totaling around 105 million (Arab et al./UNDP, 2016). This research will examine the impacts of using social media on Arab students' citizenship values in Jordan's universities. This thesis contributes to knowledge by assisting in understanding the impact of social media on youth, especially when recognizing that youth represent the highest percentage of the population in the Arab World. The study will develop recommendations for further studies on new media impacts. Both theories, dependence and Uses and gratifications, will be used as a theoretical frame for this study.

Social media's impact on modern life is comparable to technological advancements such as e-commerce, email, educational materials, and professional networking. The rise of social media has been exponential. One of the most significant achievements that social media may make is inspiring individuals to alter their decisions regarding their way of life. Individuals can communicate with one another more easily thanks to social media websites such as Twitter and Facebook, as well as blogs. The rise to prominence of social media platforms like Facebook and Twitter has placed traditional news organizations and the journalists who work for them in a precarious situation (Asough, 2012). Conversely, social media has made student

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collaboration more frequent and of higher quality. With the use of social media sites like Instagram, Facebook, and Orkut, students can quickly connect and share information (Dann, 2011)

According to prior research that investigated the impact that the internet and social media have on students, there are those concerned that students can obtain all of the information they require from these platforms. When students use social media during study sessions, it reflects poorly on their academic performance since they cannot concentrate in class and remember the information they are learning. It has been found that there is a correlation between the amount of time children spend on social media and the amount of time they spend conversing with other people in person. Social media platforms cannot replace conversations in person since these platforms cannot pick up on nonverbal cues such as body language, intonation, and tone while communicating. It has been shown that the amount of time students spend on social media negatively impacts their ability to have productive conversations in individual settings. People have been encouraged to disregard grammar and spelling standards due to the extensive usage of social media and the lightning-fast flow of information. Students have difficulty writing appropriately since their computers do not have a function that checks for spelling errors. Students are no longer aware of the necessity of filtering the information they post online because of the amount of personal data and the widespread notion that they may remain anonymous while using the internet. Many organizations are now scrutinizing a candidate's social media profiles before the selection process. The implications that may result from the posts that students make on the internet, which may have impacts that linger for a long time, are not given sufficient consideration by many students. (Dann, 2011)

Citizenship, in its broadest definition, signifies a sense of belonging to a community and shared identity. In instances of alienation, it evokes nostalgia for one's homeland, recalling its populace's customs, traditions, and behaviors. Consequently, citizenship fosters extensive interaction between individuals and their homeland, rendering citizenship and patriotism as fundamental catalysts of social life. This national spirit encompasses a collection of ideals that define the individual's relationship with society and reflects the dedication to the social contract binding equal citizens in rights and responsibilities (Evans & Banerjee, 2023).

Aiming to illuminate the media's purposes and roles for individuals, groups, and society at large, the Uses and Gratifications Theory was initially established. One of the three aims of the uses and gratifications theory's development is to demonstrate how people use mass media to satisfy their wants. "What actions do individuals undertake with the media" to learn why they watch certain shows and how they feel about them, and to find out what good and bad things can come from watching these shows. The idea that audience members actively seek to fulfil their preferences and needs through mass media consumption is a central tenet of the uses and gratifications hypothesis (Boer, 2003) (Mcquail, 2001).

In the advanced phase of theory development (around the mid-1980s), a differentiation between gratification sought and gratification obtained was established. If the desired pleasure is not attained, the individual may cease utilizing a specific medium or engaging with particular media material. Conversely, the recipient may acquire a satisfaction that was not initially pursued. Subsequent categories incorporated habit as an additional incentive for media consumption (Kunczik, Zipfel, 2006: 192).

Objectives of the Study

The research objective is to investigate the effects of students' social media usage on citizenship ideals and to determine which of their needs—personal identification, integration, social interaction, or satisfaction—are fulfilled therein. The other objective is to ascertain the expectations of university students in the Arab world about the use of social networks.

The research examined the impact of using Facebook and Instagram in promoting Citizenship values among Arab students at Jordanian universities. The study will:

Analyze the objectives of Arab students at Jordanian universities in using social media.

Explore the values of citizenship that university students must meet.

Explore the implications of social networks for promoting the values of citizenship among Arab students at Jordanian universities.

Discuss the social, psychological, religious, moral, political, and economic effects of social networks.

Discuss social networks' role in promoting citizenship values among Arab students at Jordanian universities.

This study seeks to recognize and measure to what extent Facebook and Instagram promote Citizenship values among Arab students at Jordanian universities. The importance of this study comes from dealing with university students who represent the future of the Arab World. This study will assist in understanding the impact of social media on university students' values in the Arab World.

Research Questions

The current study tried to answer the following questions:

What is the objective of Arab students at Jordanian universities in using social media?

What are the values of citizenship that university students must meet?

What are social networks' impacts on citizenship values among Arab students at Jordanian universities?

What is the role of social networks in promoting the values of citizenship among Arab students at Jordanian universities?

Literature Review

The researcher reviewed some studies, which are displayed below:

In his study, Chowdhury (2024) looks at the pros and cons of social media use among Bangladeshi college students and how it affects their grades. Students from various universities and majors filled out a carefully designed questionnaire to help compile the results. We evaluated the data using regression models and factor analysis to find out how much social media affects academic performance. The results show that students' ability to communicate, share knowledge, and create creative content is greatly enhanced when they utilise social media. Students often need easier access to resources, and they risk becoming dependent on social media if they rely too much on it, which can also stifle their creativity.

In their exploratory study, Astleitner and Schlick (2024) aimed to develop a theoretical model elucidating the impact of social media usage by college students during class attendance. The research first highlighted three overarching concepts—identity formation, learning assistance, and concurrent usage—pertaining to students' social media utilization in the classroom. Factor and correlation analyses were performed on a survey of 230 students to support these principles empirically. A literature review was conducted to further delineate and categorize individual concepts under these broader classifications. The resultant model of social media utilization encompasses both active and passive components, including the design and dissemination of personal information, the provision and reception of educational support, and participation in activities such as posting and browsing during class sessions. The study concludes that (1) identity development is shaped by impression management, social comparison, and self-concept clarification; (2) learning support encompasses collaborative learning, the cultivation of intrinsic motivation, and the enhancement of self-efficacy; and (3) concurrent usage during learning is motivated by entertainment, escapism, and relaxation. The report finishes by addressing the study's shortcomings, potential avenues for further research, and the practical ramifications of the conceptual model.

The study conducted by Rafique et al. (2024) examines the effectiveness of social media in educating students about the risks associated with drug usage. This study aims to examine the influence of advertising on social media platforms on students' likelihood of developing drug addiction, utilizing data gathered from several educational institutions in Lahore. The poll done with 450 students revealed that students' awareness of the dangers of drugs greatly increases when they disseminate information about these topics on social media. The data indicate that students' use of social media correlates with heightened knowledge of drugs. The research highlights the importance of social media as a medium for drug education and public health awareness initiatives, owing to its widespread usage and accessibility.

Maring & Gmür (2024) study aims to investigate the impact of social media engagement (SME) on student loyalty inside higher education institutions (HEI). This paper investigates whether the favorable effects of customer involvement with brand-related social media material on loyalty, as demonstrated in for-profit marketing research, apply to higher education institutions' transformational and experience-oriented contexts (HEIs). The study's conceptual model also includes novel potential antecedents pertinent to the educational context. Structural equation modeling utilizing data from 764 students at a Swiss higher education institution indicates minor yet significant positive effects of student engagement on student loyalty. Students' affiliation with the university significantly affects positive word-of-mouth and loyalty intentions. Furthermore, attitudes towards published material, perceived organizational reputation, and student integration were notable predictors of SME, while the last two exhibited minimal effects. In conclusion, SMEs reflect pre-existing student loyalty rather than serve as a mechanism for cultivating commitment.

Issahaque and Ghanney's (2024) study set out to examine how students' use of social media platforms like Facebook and Twitter affects their grades in the Tampilpani circuit within Wa municipality. This study used a positivist stance, quantitative methods, and a descriptive research design to examine Bandura's (1997) Social Learning Theory. To find 297 junior high school students, the researchers used a combination of stratified and basic random sampling. The data was collected by a questionnaire and analyzed using descriptive statistics such as percentages and frequencies, as well as inferential statistics using linear regression. Whatsapp, Facebook, Tik Tok, Instagram, Snapchat, LinkedIn, Google+, and YouTube were among the social media sites used by junior high school pupils, according to the study's results. According to the results, students' academic performance suffers when they spend too much time on social media. Research from this study suggests that the Ghana Education Service should make an effort to include educational platforms like "WhatsApp Kidz," "Kiddy Tik Tok," and "Facebook Kidz" into the curriculum so that students have access to relevant and engaging educational materials. To help their children succeed in school, parents, teachers, and guardians should limit their children's social media use and encourage them to interact with educational content.

Kumawat et al. (2024) research aimed to bring attention to the topic of college students' online social interactions. Descriptive research designs were utilised in this study. From September 18th through the 31st, 2022, 45 students from Genius College of Nursing in Bhilwara, Rajasthan, were selected using a convenience sampling procedure that is not based on probability. Demographic information and a social media awareness quiz that the user created themselves make up the instruments. Descriptive and inferential statistics were applied to the data using IBM Statistical Package for the Social Sciences (SPSS; version 23) software. End result: According to these studies, there is a positive relationship between social media use and both negative and positive health outcomes and behaviours. Over 82% of respondents used WhatsApp, with 69% using Instagram and 67% using Facebook, demonstrating the high frequency of social media use in this study. According to this research, college students experience both positive and negative impacts from social media.

Ssemuddu and Wok (2023) propose to examine the correlations between Twitter usage, attitudes, social experiences, and social support among university students. The research is informed by social support theory and employs a quantitative design utilizing a survey method, with a questionnaire as the data collection tool. Two hundred fifty International Islamic University Malaysia (IIUM) students participated in the study. The study's findings demonstrate that students utilize Twitter for social support among themselves. The levels of Twitter utilization, sentiment, social engagement, and social support were

determined to be elevated. The research identified substantial correlations among Twitter utilization, attitudes, and social support.

Nonetheless, the social experience of utilizing Twitter could have been more significant for social support. Consequently, the social support theory employed in this study receives partial validation. Recommendations for subsequent research are also offered.

Masrom et al. (2023) study used the uses and gratifications theory (UGT) to look at how factors including social presence, escapism, entertainment, content enjoyment, and social gratification affect EIU. There were two stages to the analysis of data collected from 285 college students. The original goal of using structural equation modelling was to identify the major factors that contribute to Instagram addiction. In the second stage, we used an ANN methodology to evaluate the first stage results and determine the relative importance of each feature regarding excessive Instagram usage. According to the results, EIU was favourably associated with social presence, enjoyment, escapism, and social pleasure. Research using Artificial Neural Networks found that the main predictor of excessive Instagram usage was escapism, followed by entertainment, social presence, and social pleasure. In addition, academic impairment was linked to EIU. By taking a theoretical look at how EIU affects students' academic performance, the study's results shed light on the downsides of engaging in online activities.

Manu et al. (2023) claimed that investigating the potential psychological and behavioral effects of social media on the acculturation of international students and whether or not this acculturation leads to increased participation in extracurricular activities are among the many questions that this research intends to answer in order to assess the effects of social media use. This research looks at the connection between foreign students' use of social media and their acculturation via the lens of self-identification. Three hundred and fifty-four overseas students enrolled at various Chinese universities provided the primary data. Results show that foreign students' usage of social media improves their integration into school life and acculturation through the sharing of knowledge, making new friends, and having fun. Also highlighted are the study's limitations and potential future directions.

Mellor and Seddon (2013) study set out to investigate common practices in school administration that may be seen as encouraging the growth of a sense of school community and civic behaviors among students. It also sought to determine the extent to which teachers actively connect with their pupils through the implementation of clear curricula and extracurricular activities centered on civics and citizenship. The study surveyed and interviewed teachers at three schools in Melbourne, Victoria, Australia. The schools were chosen because their ninth-grade programs included civics and citizenship education. The purpose of the data collection was to learn about the school's institutional structures, policies, and methods for managing social media use by students and staff. Pupils ranging in age from nine to fourteen, as well as any materials made available to bolster the use of technology in the classroom, made up the bulk of the sample. Cultural, economic, and symbolic resources are some of the most important aspects of a school that the study highlighted as contributing to a well-rounded education in civic engagement.

Kujath (2011) looked at the pros and cons of using social media in place of face-to-face interactions. The study sample included 183 college students from Washington State, with a mix of males and females. The participants were chosen from among Facebook and MySpace users with the intention of measuring how much these networks help with maintaining personal relationships. Specifically, they were asked about the number of friends they did not meet in person and whether these networks connect them to people they found on the sites. How do they maintain relationships with those they already know through these networks? The study's findings show that people typically utilize the two networks to keep in touch with friends and acquaintances and to find new people they have never met. On the other side, the point of using networks is to keep in touch with individuals you already know and to meet new people.

Young (2011) conducted a study aimed at exploring the functions of Facebook and its specific tools, such as pasting on the wall events and photos to facilitate, enhance, and maintain social networking with friends through an online survey of Sydney University students (758) students responded to the survey. The researcher resorted to the interview method, where he met (18) students who were active users of the

Facebook network. The study found that the Facebook network enhances existing friendships by completing traditional forms of communication such as telephone and face-to-face communication. It also allows individuals to maintain appropriate and effective communication with larger groups of their knowledge, thereby contributing to increased social capital.

Kalpidou et al. (2011) found that Facebook users had higher levels of emotional and social compatibility, as well as higher levels of self-esteem and happiness. Seventy undergraduates from Boston area colleges and universities participated in the study. Participants filled out questionnaires that measured their Facebook use (in terms of both the quantity and quality of their friends' connections) and a variety of personality traits (including levels of self-esteem, social and emotional compatibility, and the presence or absence of low self-esteem). Having said that, the study's findings suggest that social harmony is positively correlated with high school students' numbers of online friends. This is likely because these students form social bonds during their time at university.

Pollet, Roberts, & Dunbar (2011) conducted a study aimed at researching the relationship between social media (SMS and social networks) and the size of social relations and realistic emotional rapprochement; the study sample consisted of (117) individuals aged between (18–63) years of users of these media in the Netherlands. The researchers used a specific questionnaire using the networks and a unique scale for Emotional convergence. The study concluded that the time individuals spend using social media networks is related to the number of friends on the network, not the number of friends on the ground or feeling emotionally close to them. The results of comparing those involved in social networks with others do not indicate that they have more realistic social relationships or are emotionally closer to their true friends than others.

Shen and Khalifa (2010) conducted a study aimed at revealing the uses of Facebook among university students in the United Arab Emirates, with a focus on gender differences, such as use. The study sample consisted of (128) students. A questionnaire was distributed to them, and 70 responses were received, (35) males and (35) females; the questions were about self-perception on the web, usage intensity, perceived consequences, and objective rules of use. The results of the study showed the tendency of individuals to use the Facebook network to strengthen existing relationships such as friends and relatives, and the low confidence in Facebook users is unknown, which is one of the reasons that prevent them from expanding their social networks. The study's results also showed some fears about the impact of social networks on the Arab-Islamic Culture of society. It also showed that these networks impact their self-concept, especially those whose responses to the willingness to welcome new friendships and ideas, similar to male responses, contribute to bridging the social gap between them and males and assist them in self-determination.

Orr, Sasic, Simmering, Arseneault, and Robert (2009) conducted a study investigating the relationship of shame using the Facebook network in terms of the number of friends and the length of the period of use. The researchers used an online questionnaire that included a self-scale of shyness, number of friends, length of use, and attitudes towards the Facebook network. The study sample consisted of (103) university students in Ontario, Canada. The study found a negative correlation between the number of friends on the network and shyness in the study sample. It also concluded that there was a positive relationship between shyness and the length of time spent on Facebook by individuals and that people with shyness had more positive attitudes than others towards the network; they see it as an attractive way to communicate and spend time, and researchers attribute the fact that the nature of communication on Facebook, including the possibility of anonymity, removing the verbal and non-verbal manifestations associated with confrontation with them.

Using three lenses—self-presentation, peer society, and adult society—Boyd (2008) investigated the behaviors of American teenagers participating in online social networks. A total of 94 individuals, spanning the ages of 14 to 24, made up the sample. According to the research, American teenagers started using Facebook and Myspace as a daily tool for things like chatting, gossiping, and information sharing. Because of the unpredictability of these sites, adults were afraid of how teenagers would act. The study's author came to the conclusion that public life needs reorganization, and that teenagers should have a hand in making such changes.

Ellison et al., (2007) conducted a study aimed at revealing the relationship between the use of Facebook and the formation and maintenance of social capital, and psychological satisfaction in a sample of 286 students from the University of Michigan in the United States of America through a direct online survey that included four scales: a scale of basic data for individuals such as gender, age, race, school year, and a scale of the nature of the use of the network (Facebook) as the length of time of use, the number of friends and the nature of activities, and a scale of compatibility, and psychological satisfaction, and a scale of social capital. The study's results indicate that using the Facebook network increases individuals' social capital, is positively associated with compatibility and psychological satisfaction, and has excellent benefits for those with low self-concept or low satisfaction with life.

Methodology

Study Approach

The research employs a descriptive methodology and theoretical analysis to investigate the influence of social media, particularly Twitter and Instagram, on promoting social ideals among university students. The study examines social media's beneficial and detrimental impacts on students' knowledge, behavior, and civic ideals. This study uses the Uses and Gratifications Theory to analyze how students utilize social media to satisfy their individual and societal requirements, including identity development, social connection, and participation in community activities.

Sample of the Study

The study sample included (500) Arab students enrolled at Jordanian universities in the Academic year 2023/2024. The sample comprises students aged 18 and above

The Study Tool

The study used the following tool

A systematic questionnaire was administered to 500 university students from Jordanian universities to get quantitative data regarding social media usage and its influence on citizenship values.

The Study Variables

Independent Variables

Social Media Utilization: This encompasses the frequency of student engagement with Twitter and Instagram and its goals (e.g., social interaction, information retrieval, and self-expression).

Dependent Variables

Citizenship Values: As delineated in the study, these include respect for diversity, civic involvement, national pride, and accountability. Students' responses will assess the influence of social media on these values.

Results of the Study

Results Related to the First Question: What is the objective of Arab students using social media at Jordanian universities?

Table 1. The Purpose of Social Media Utilization by Arab Students at Jordanian Universities

N	Objective	Mean	Standard Deviation
1	Social engagement and affiliation with contemporaries	4.20	0.50
2	Access to information and updates regarding university life	4.10	0.48
3	Integration of personal identity and self-expression	4.00	0.52
4	Engagement in dialogues concerning societal matters	3.95	0.45
5	Purposes of education and academia	3.85	0.47

Table 1 highlights the main purposes for which the Arab students' study at Jordanian universities use social media. The most important purpose, which appeared in the table, is social interaction and keeping in touch with friends and colleagues, with an average of 4.20 and a standard deviation of 0.50. The second most important purpose is information about university life, which updates the students with a mean of 4.10 and a standard deviation of 0.48, indicating that students in higher education depend on these platforms to be updated with news in academic activities and events. Third is the integration and expression of personal identity, which had a mean of 4.00 with a standard deviation of 0.52, showing how students express themselves through the use of social media. The ranked lower was engagement in debates about social issues, as evidenced by a mean of 3.95 and a standard deviation of 0.45, showing small-scale engagement in social discourse. The educational and intellectual purposes are marginally low, at a mean of 3.85 and a standard deviation of 0.47, showing that though students use the social media sites for academic purposes, this is not their main aim.

Results Related to The Second Question: What are the values of citizenship that university students must meet?

Table 2. Anticipated Citizenship Values from University Students

N	Values of Citizenship	Mean	Standard deviation
1	Esteem for others and forbearance	4.30	0.42
2	Engagement in community activities	4.25	0.40
3	Adherence to national statutes and regulations	4.15	0.45
4	Obligation and answerability	4.10	0.43
5	Ecological consciousness and sustainability	4.05	0.41

Table 2: Citizenship Ideals University Students Are Supposed to Maintain The highest scored virtues are respect for others and tolerance, standing at 4.30 average with a standard deviation of 0.42, indicating its importance in nurturing an academically polite and hospitable environment. Active interest in civic affairs scored 4.25 average with a standard deviation of 0.40; this indicates that the students are expected to engage in active affairs concerning their community. The third is adherence to national laws and regulations with a mean of 4.15 and a standard deviation of 0.45, again indicating that such an element is very important to maintain the social order. The mean for responsibility and accountability was 4.10 with a standard deviation of 0.43; being a responsible citizen is a must. Coming in at fifth is environmental awareness and sustainability, which has an average mean of 4.05 with a standard deviation of 0.41, showing that there is an intention to make students aware of the environment and live life in a sustainable manner.

Results Related to The Third Question: What are social networks' impacts on citizenship values among Arab students at Jordanian universities?

Table 3. Effects of Social Networks on Civic Values

N	Impact of Social Networks on Citizenship Values	Mean	Standard Deviation
1	Promotes reverence for variety and inclusivity	4.40	0.38

2	Augments engagement in civic and social matters	4.25	0.42
3	Fosters national pride and a sense of kinship	4.15	0.44
4	Enhances understanding regarding responsibilities and obligations	4.05	0.43
5	Facilitates the cultivation of critical thinking about societal issues	3.95	0.40

Table 3: The Impact of Social Networks on Civic Values among the Arab Students at Jordanian Universities Value Ranked from First Order with Means and Standard Deviation, Respectively. Advancing tolerance for diversities and inclusiveness ranked first, as 4.40 and 0.38, respectively; hence, social media is also one of the most important means to foster inclusiveness. The impact concerning increasing engagement in civic and social concerns shows a mean of 4.25 and a standard deviation of 0.42, proving the hypothesis that through social networks, students show interest in participating in social affairs. The third is fostering national pride and belonging, earning a mean of 4.15 and a standard deviation of 0.44, which revealed that social media has helped cultivate a sense of national identity. The mean on raising knowledge about responsibilities and duties was 4.05 with a standard deviation of 0.43, emphasizing the role of social media in informing students about civic obligations. The mean was 3.95 with a standard deviation of 0.40, which is a moderate effect in improving the critical thinking skills through engagement in social media.

Results Related to The Fourth Question: What is social networks' role in promoting citizenship values among Arab students at Jordanian universities?

Table 4. The Function of Social Networks in Advancing Citizenship Values

N	Role of Social Networks in Promoting Citizenship Values	Mean	Standard Deviation
1	Facilitating dialogues concerning national matters	4.35	0.39
2	Enhancing awareness regarding social responsibility	4.30	0.41
3	Promoting civic engagement and volunteer activities	4.25	0.44
4	Facilitating a forum for social and civic participation	4.20	0.43
5	Instructing students of their rights and responsibilities	4.15	0.42

Table 4 shows the role of social networks in improving the sense of citizenship among Arab students. The first rank is facilitating debates on national issues, with a mean of 4.35 and a standard deviation of 0.39, and hence social media is a very active channel for debating and resolving national issues. This is supported by increased awareness of social responsibilities, as evidenced by a mean of 4.30 and a standard deviation of 0.41, which show that social networks help students stay informed about their social obligations. For Civic Involvement and Volunteerism, the third role, an average of 4.25 with a standard deviation of 0.44 was found, meaning that through social media, students are being encouraged and inspired to get involved in some kind of civic activities and volunteer efforts. It ranks fourth in facilitating a platform for social and civic engagement by a mean of 4.20 and a standard deviation of 0.43, which indicates that social networks serve as a place where students may engage actively in civic life. Finally, the average response score related to educating the students on rights and responsibilities is 4.15 with a standard deviation of 0.42, proving that social media is an effective medium in disseminating understanding pertaining to rights and responsibilities in citizens.

Discussion of the Results

The study identified socializing, access to information, self-expression, and academic aid as major factors that motivate the students' usage of social media in Jordanian universities. Indeed, in the study by Chowdhury of 2024, a conclusion on such findings states that in universities, social media provides an excellent resource for communication between students and enhances the process of information transmission and the creation of content. Both findings emphasize the importance of social media in facilitating interaction and sharing information. Chowdhury also mentions that the disadvantage of relying too much on social media is that creativity becomes lesser, and this aspect is not talked about much in the present work.

It does, however, also present partially differing findings from the study of Rafique et al. (2024), which emphasized how social media helped increase awareness about certain selected issues in society, such as drug use. Although both share similar findings about how social media has an educational benefit, in this regard, Rafique's focus on public health matters differs from the more generalist approach in terms of social connection and self-expression seen in this present study.

Further evidence that these findings stand is supported in the work of Astleitner and Schlick 2024, where he notices key concepts in the way students relate to social media as identity building, learning aid, and simultaneous use. The preoccupation of the study with self-expression and personal identity does stand in tune with the concept of identity building where it was as clear as crystal through social media that a student can build one's identity through contact and expression.

The study identified respect to others, being active in community affairs, obeying the laws of the land, and responsible as the core values of citizenship. The results also confirm Mellor and Seddon (2013) findings that established that citizenship behaviors in school settings are facilitated by the institutional and cultural resources available in schools. Both studies emphasize the core value of active engagement in community matters and responsibility as essential in developing citizenship in children.

The results support the view that social media might have a positive influence on citizenship values, especially with respect to diversity, social issues, and national pride. This is in turn related to the work of Maring & Gmür (2024), in which it was established that SME bears positive potential on student loyalty and university affiliation. The same notion is corroborated here-that social media enhances social bonding and community involvement-but in totally different contexts, namely citizenship and institutional loyalty.

On the other hand, the findings that have emerged run contrary to those studies conducted by Issahaque and Ghanney in 2024, showing adverse effects of social media on younger children in the context of their academic performance. The study has come up with how the usage of social media affects civic values, including respect and participation in a positive way. However, the arguments of Issahaque and Ghanney reveal that ineffective usage of social media damages the purpose of education. That could be a discrepancy due to the difference in the age and maturity of the samples tested: university students compared with junior high school kids.

This study has evidenced that social media is important for facilitating national issue discourse, civic engagement, and bringing awareness to students about their rights and responsibilities. In this context, Kumawat et al. (2024) have established that through social media, online social relationships are developed and there is increased awareness regarding social and health issues. Thus, both the studies acknowledge the impact of social media on civic awareness and engagement.

The findings are also in agreement with Shen and Khalifa 2010, who reported that the use of Facebook among university students in UAE reinforces relationships and reduces social inequalities. Similarly, this study shows that through social media, community discussion and civic engagement are facilitated, thus authenticating the belief that such sites make students more interested in issues relating to society.

Pollet, Roberts, and Dunbar 2011 found that the use of social media does not necessarily ensure emotional intimacy as well as real social ties. This points to variance in findings with this study that notes social media enables students to create stronger relationships with their communities and to participate in national discussions. The variation in results could be attributed to the current study's focus on citizenship and not exclusively on social relations.

Generally, the findings of this research confirm the results in most literature, but specifically, the latter points out three positive impacts of social media on communication, the reinforcement of social values, and engendering citizenship among higher education students. Yet, there are limited aspects that remain not in accordance, specifically within the view of research pointing out its negative consequences, such as that it can weaken creativity or reduce academic performance. All these differences suggest that the effect

of social media is complex, potentially dependent on the context, age of the users and emphasis of the study - that is, citizenship versus academic performance.

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