

## **"The IMPACT of New Media on Child Socialization" Appliedre Search on Basic Education Schools in Muscat Governorate –Sultanate of Oman**

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### **Abstract**

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The problem of the current research represents an attempt to identify the positive and negative effects of New Media on the socialization process of the Omani children through a number of core dimensions: language, identity, values and religious practices. Also the research included some main concepts such as: new media, Internet, social networks and socialization as well as some sub-concepts such as: language, identity, values and religious practices. The research aims to identify the impact of New Media on the socialization process of the Omani children this is an exploratory research. It depends on the descriptive method, and uses a social survey questionnaire administered to a sample of 270 pupils from 9 primary schools in Muscat. Finally, the research is expected to come out with some important findings concerning to the impacts of exposure pupils to new Media on the basis of which the research will make

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**Keywords:** New Media – Social Networks- Socialization- Language - Identity- Values -Religious Practices

### **I. Introduction and Problem Identification**

The current era has had a lot of descriptions which include certain and strong clues that human beings leads the most powerful times of informational revolutions and knowledge explosions. This is due to the enormous progress resulting from the technological revolution, especially in the areas of information technology and communication with its all types (Saleh, Emad Farouk, 2014). In many ways, how this evolution is managed, directed and utilized has led to rapid and essential changes that stormed long-standing values which have been considered by many communities as an untouchable holy heritage. This was done through heavily depending on the means produced by the contemporary technological revolution in the area of information and communication technology. After approaching the globalization as a global policy and as a major means of cultural and intellectual invading into the third world communities, the means used for its marketing and mobility have shifted from dependence on the traditional media such as, papers, magazines, journals, books, radio, and television...etc., into depending on more spreading and mass-attractive media. It has begun with depending on satellites with its various audio and visual channels that managed to go through many cultural, religious, and cultural blocks to strongly establish its existence within the Arab family. This evolution was accelerated by the appearance of the world wide web (the Internet). The dependence on the WWW has regularly begun since it was allowed to installed and used since the early nineties of the last century. The users of the www have increased throughout the Arab World a year after another. It is increasingly used as a means to jump over blocks and red lines of the freedom of self-expression. (Al Abdellah, Maii, 2008). In addition, using the internet has increased to cover all areas of life; in banks, money foundations, factories, and macro incorporations, then, schools, universities, agencies, ministries and all institutions of the society. It is not now limited to the institutions or agencies of governmental nature, but it has spread to cover all institutions and sectors of the society.

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Timing of internet usage has been freed from any limits, it is now can be used at any time of a day and the user can choose his/her own time and place. The spread of the so-known "Internet Café" has a strong effect on the increasing use of the internet by adolescents and youth; and by the limited-income people who cannot afford buying a computer or paying monthly for the internet providers, which was, at its beginnings, more expensive than now. The internet does not only imply benefits and advantages, it is also as a means for transmitting the globalizations can imply a lot of negatives and disadvantages. There is a consensus among researchers that modern communication technology, the internet in the first place, has opened a new era of communication and interaction among human beings, and indefinite availability of information and knowledge for users. On the other hand, there are fears of the negative effects: physical, psychological, social, cultural effects caused by the over excessive of the internet (El Osimy, SoltanAedhMefreh, 2010: 3). There is high increase in the rate of research and academic focus on the issues and topics of the internet in general, and particularly, the virtual social and community networks since the emergence of the information virtual space accompanying the appearance of the internet, and its production of many virtual groups, beside its availability for millions of human beings. Zaki,Walid(2012), a study about the theory of "social networks from ideology into Ical" asserted that the internet with its interactions has become a part of the daily life for a lot of human beings. The term "virtual community" has been no longer attract attention when heard. It has been of generalized and wide spread meaning, not at the academic analysis only, but rather used by a lot of the internet users. The term was initially used by HawardRhingold who published the first and leading book in this context, titled "The Virtual Community". He defines it as social groupings formed from different areas throughout the world and who communicate with each other through computer monitors and emails to exchange knowledge and form friendships, and who has common interests gathering them; and leads the same interactions as in the real world, but without physical approximation. These interactions are done through a communicative mechanism, i.e. the internet, which –in its turn- contributed to the virtual formation of those groups (ZakiWalid, 2012:2).

The virtual community was defined by *Nabil Ali* as "a new space inhibited by groups who practice their own transactions and the space in which museums, institutions, knowledge, sale widows. This space also includes the formation of alliances, the holding of conferences, the ultimate rapid transmission of information. Although its similarity to the real space, it has its own typography, nature, laws, and customs that distinguishes it from the real space, where there is no central authority to control or a sponsorship agency to review. They are just some committees or nongovernmental groups (Ali, Nabil 2003; 254). In addition, Ahmed Zidan (2002) views it as "the unseen space world that is not related to a time or place, in which electronic information is exchanged (Zayed, Ahmed 2002; p.16). During the recent years, the social communication websites, especially the Facebook, witnessed a wide attraction by different populations of the society in 2011, which was known as the year of "Arab Spring" aiming to follow up the news and rapid developments in the Arab region and the world. The international statistics show the increase of using the social communication sites throughout the world and the Arab region with unprecedented variety in their public and private content. The use of these networks has become generally obvious among all populations, especially the youth. This may be due partly to the decreasing costs of internet provision (Mansour, Tahseen Rasheed 2012). A lot of websites, including the website of "Almadenah News" assert that users of Facebook have surpassed the two Billions with a percentage that approximate the 30% of world population (<http://almadenahnews.com> , 2014).

For example, and not exclusive, the statistics related to the social communication website of "Facebook" points out that the US is still on the top of the list among all world countries as the highest rate of subscribers in the "Facebook" (about 156 million subscribers); followed by Indonesia, with a wide difference (40.8 million subscribers); India comes in the third rand with 38 million subscribers; then UK with 30.5 million subscribers; then Turkey in the fifth rank with 30.4 subscribers (Mansour, Tahseen Rasheed 2012). Statistics made by [www.socialbarckers.com](http://www.socialbarckers.com) showed that Egypt occupies the first rank at the Arab countries level concerning subscribers to Facebook, and the 22<sup>nd</sup> rank at the world level; followed by Saudi Arabia, Morocco, Tunisia, Emirates, Jordan, then Lebanon, respectively. The findings of a recent study shows also that number of subscribers in Google+ will increase to surpass Tweeter in a year, which will make Google+ at the second place after Facebook concerning number of subscribers (*Almadenah News*, 2014). The study of Mansour (2012) about the Jordanian youth's use of the social media and its role in achieving their needs, showed the increase of usage rated of social media and communication networks in the Jordanian youth with percentage 93.7%; the Facebook was in the on the top of the list of using the social media with

percentage 72.4 at the general level (75% males and 70% females), then Google+ with 21% (26% females and 14.4 males), and at the 3<sup>rd</sup> rank, the blogsrated 3.8% .

Twitter took the fourth place with little percentage of users (2.8%). There are five needs that Jordanian youth satisfies through using the social media. These needs are ordered according to their priority as: informational/cognitive needs, affective/psychological needs, personal/pragmatic needs, social/communicational needs, and finally, the need for escaping from reality or filling the spare time (Mansour, Tahseen Rasheed 2012). The researcher has got benefited from the previous literature and studies in recognizing the most widespread social media and identifying the types of needs that the social media contribute to their satisfaction in the youth users. In the study of Nagadat 2012 about wives working in the Jordanian University and their usage of Facebook and satisfaction achieved by it. The study found that 65.5% of respondents have personal accounts on the Facebook; and that their motives- exemplified in staying in touch with their new and old friends, amusement, and filling their spare time, and increasing their knowledge and information about the current local and international events-have motivated the respondents to use the Facebook. The study also found that the social media satisfactions have surpassed other kinds of media when using the Facebook. This proves the importance of this website in keeping individuals in touch with each other (Nagadat 2012). The researcher sees that conformation by the previous study about the role of the internet and social media pages in satisfying a lot of necessary needs of users pays attention to the importance of that role. Hence, it something that worth being studied and to identify its negative and positive effects in different aspects of life, i.e., social, cultural, health, economic, political, and religious aspects, and any other aspects that can be affected by the social media. In Al Mansour 2012, a study about the effect of social media on users, a comparative study was presented to compare the social and electronic websites (Arabic models). The study findings showed how effective social media are in users; the users of websites pages are no longer able to give them up, because they provide them with news and comprehensive and immediate coverage, and provide them with useful and various knowledge; beside, conversations with relatives, friends, and school colleagues, in addition to file exchanging, photos, and video clips. These websites are an open space to exchange opinion, comments, reply to comments, and creation of new friendship, resting, education, and amusement (Al Mansour, Mohamed 2012). The previous literature and studies have confirmed that social media webpages become an important part of people lives and can never be given up. In addition, they perform for them different kinds of functions and help them satisfy a lot of necessary needs. According to this review of a lot of central concepts related toNew Media, including social networks, the problem of the current research can be stated as attempt to identify the positive and negative effects of New Mediaon the socialization of Omani child through a number of basic axes of socialization exemplified in: language, identity, values, and religious practices.

## II. Concepts of The Research

The First Concept: New Media

To clarify what is meant by New Media, we should refer to the concepts of *satellite channels, internet, and social networks*.

**1- Satellite Channels:** They are television stations that are transmitted by the satellites so that the transmission of these channels goes beyond the geographical borders of the ordinary transmission. It can be received in other regions by use of special sets designed for receiving signals coming from the satellite. These sets process data then display it on monitors. This has been achieved by the virtue of the satellite that allowed conveying of television signals from the transmission stations to millions of houses around the world. This refers to the illumination of control and sponsorship blocks, and that the television set at houses has become – by the virtue of satellites- of high power and able to receive any signals or messages from all over the globe to be seen by any citizen in his/her own house. This has encouraged people to speak about "global village" or the "medial globalization" as a metaphor for the illumination of borders and geographical obstacles that can block the television transmission. In spite of the advantages of satellite channels, they also have their own disadvantages and serious harms to society. They open a window to others to convey cultures, habits and values that are considered strange for our society. They are also with high effects on mass and can control the public opinion. Accordingly, there is much conflict for owning such channels (<http://www.startimes.com>).

**2-Internet:**The internet (also called the Net) is a widespread system of computer network that allow the users to log into it and get information from other computers if permitted. Since more than 30 years, the US Ministry of

Defense has developed a network called "ARPANET", but it was not available for mass or ordinary users even after the development of the World Wide Web (WWW) in early 1990s (Internet Basics 1999).

The internet introduces a lot of services such as the World Wide Web (WWW), and chatting techniques, emails and File Transfer Protocol (FTP). In addition, the internet is as a phenomenon that has its own social and cultural effects all over the world. It has led to changing the traditional concepts in many fields such as jobs, education, and business, and the emergence of other form of information society (Al Ashey, Mustafa 2008).

**3-Social Networks:** The social networks or the webpages introduces many services for their users. They provide them with freedom of choice of who want to share them their interests. The emergence of social media such as Facebook and others has led to the extension of services desired from these networks. They provide users with wide possibilities in information exchange in fields of education, culture and sports.etc. These networks consist of social electronic websites that have widely spread in recent years. These social websites have become the biggest websites in web space and still spreading horizontally and in an accelerated way. These websites offers the service of communication among members. Through them, one user can relate to a friend through the website to be in touch with each other concerning any news, and the friend can add others' friends to his page. They enable the user to control the content that could appear in his page so that nothing can appear in his/her page except what was added by friends, such as writings, photos, and clips (Mansour, Mohamed 2012: 73).

The social media also have been identified as services that are developed and programed by macro corporations to collect the highest number of users, friends, and to share activities and interests, and to search for others who share the same interests and activities, which may be intellectual activities or others. These services provide advantages such as online chat, public and private emails, and sharing multimedia (voice, photo, video clips, and files). These services has attracted millions of users all over the world (Alhosiny, Abel Rahman, 2012). The researcher can identify the social networks as "websites designed by specialized corporation on the internet to allow users to subscribe to them so that they can form virtual community that include many virtual groupings sharing the same interests (i.e., political, religious, sports or soccer, academic, career, life interests, or special age category interests). The members can communicate with each other using the chat rooms or online chats.etc.. Accordingly, they exchange views, news, thoughts, meanings, photos, and video/audio files in different social, economic, cultural, religious, political, sport, and life fields. Thus, it is expected that some change may happen to them- either positive or negative change- in their thoughts, views, information, news, as well as attitudes and behaviors. Facebook, Twitter, Google+, My Space, Hi5, Life Boon, and Linked-In are of the most famous and widespread networks (Abdel Galil, Mossa Adam, 2011). The social media, such as Facebook and Twitter, have received increasing acceptance and subscriptions since 2011, in all the world, and especially in the Middle East. This may due to the emergence of political and public events that started in Tunis and extended to Egypt, Yemen, Bahrain, and Syria, since these networks have provided people with indefinite space to express their feelings and views (Al Re'oud, Abdellah, 2012).

The Second Concept: Socialization.

Socialization is defined as a continuous process that is not limited to childhood, but includes all individual developmental stages, where individual gains social values and norms and gets the ability to interact with and adapt to his/her society (Al NayalMayassa, 2002, p. 27). It is as a process has two concepts: the first is limited and related to the cultivation of social values and norms in children and young people; the second one is comprehensive and includes the childhood till the adulthood (Rashwan, Hussein, 2003, p. 151). The socialization is seen as a life-long process in which the individual continuously gains new behaviors that are continuously subjected to adjustment and addition. It is achieved by belonging to different groups in community and includes processes of formation, changing, and learning that a child experiences throughout interactions with individuals, groups and institutions in the society to which he/she belongs (Adnan, Rania, and Bassam, Rasha, 2005, p. 12). In our view, we define the socialization as a process in which human being can be helped to transform him/herself from being mere biological being to a social and intellectual being who is able to communicate and co-live with other human beings and the environment in which he/she lives. This term includes a set of concepts or major axes that form an part of socialization. These concepts are *language, identity, values, and religious practices*. We will identify each one of them through the following sections.

**1-Language:** Many definitions for language have appeared. One of their oldest and famous one is the definition of "Ibn Genni" in his book "The Characteristics", where he defined the language as "voices that people use

to express their purposes" (Ibn Genni, AbolFath, Othman, p. 35). The language is signs, formulations and grammar rules that are conveyed from generation to another, but they are not concrete actualization because people do not speak rules but speak according to rules (Abdel Aziz, Mohamed Hassan, 1990). We should realize that the language in societies is very close to all kinds of social behaviors.

This is obvious when one reviews the history and past experiences of any society; or in the direct communication with daily experiences and events; or in work or directing other workers (Saleh, Emad Farouk, 2010). Language is the first central means of communication in all society, whether these societies are in their early stages or have experienced wide steps on the road of civilization. Language is the most obvious kind of communicative behavior. It can be defined – in all known cases- that it consists of a full instrument for expression using the voice symbols that are characterized by the ability to identify all known social implications, which include all that can be recognized by senses, that is, all experiences gained by the society throughout its entire history.

**2-Identity:** A simple answer to the question "what is identity?" would be this: It is how one answers the question "who are you?" Or, my identity is how I define who I am. When academic authors offer brief clarification of what they mean by the word, this is often the way they do it ("a person's identity is how the person defines who he or she is" (James D. Fearon 1999, 11) (for more, see: Hopf 1998, 175). There are a lot of examples of how to identify the *identity* as a concept. These examples are carefully elicited from politics and international relations. Some examples are as the following:

- Identity is "people's concepts of who they are, of what sort of people they are, and how they relate to others" (Hogg and Abrams 1988, 2).
- Identity is used in this book to describe the way individuals and groups define them-selves and are defined by others on the basis of race, ethnicity, religion, language, and culture" (Deng 1995, 1).
- Identity "refers to the ways in which individuals and collectivities are distinguished in their social relations with other individuals and collectivities" (Jenkins 1996, 4).
- "National identity describes that condition in which a mass of people have made the same identification with national symbols – have internalized the symbols of the nation..." (Bloom 1990, 52).
- Identities are "relatively stable, role-specific understandings and expectations about self" (Wendt 1992, 397).

**3-Values:** Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations. (BusinessDictionary.com, 2015) The term 'value' has a meaning in sociology that is both similar to and yet distinct from the meaning assigned to it in everyday speech. In sociological usage, values are group conceptions of the relative desirability of things. Sometimes 'value' means 'price'. But the sociological concept of value is far broader than here neither of the objects being compared can be assigned a price. The idea of deeply held convictions is more illustrative of the sociological concept of value than is the concept of price. In addition, there are four other aspects of the sociological concept of value. They are: (1) values exist at different levels of generality or abstraction; (2) values tend to be hierarchically arranged (3) values are explicit and implicit in varying degrees; and (4) values often are in conflict with one another. (*sociology guide.com. 2015*) In the research of attitudes, the values mean those thoughts that people hold in terms of ethical behavior and constant behavior, wrong and right, desirable and undesirable, in the same direction as the philosophers deal with values as a part of ethics, philosophy of aesthetics, and philosophy of politics. (Scott, John; Marshall, Jordan, 2011, 59). Values may be seen as absolutes, as inherent in objects, as present within man, and as identical with his behavior. Absolutes are inaccessible to science. Values in objects cannot be discovered apart from human behavior relating to the objects. Internal states cannot be observed apart from action. Thus, what people do is all that can be known about their values. The meaning of an action can be grasped without recourse to any other kind of value concept if meaning is understood as the probability of other events preceding, accompanying, or following it. Norms can be seen as sets of verbal and non-verbal behavior.) ( *American Journal of Sociology* , 1956)

**4-Religious Practices:** In this research, the religious practices mean all behaviors and deeds that an individual practices according to his/her desire to maintain what was said by the religious beliefs that he/she holds. In more specific meaning here, according to the religion of Islam and what was mentioned in the Holy Quran and the Sunnah (Compendium of Prophet Muhammad's sayings and deeds).

### III. Goals of the Research

The current research seeks to achieve a main goal that can be stated as "the identification of the effect of exposure to New Media on some major axes of socialization in the school students". To accomplish this goal, it was divided into the following sub-goals:

- 1- Identifying the effect of exposure to New Media on language.
- 2- Identifying the effect of exposure to New Media on identity.
- 3- Identifying the effect of exposure to New Media on values.
- 4- Identifying the effect of exposure to New Media on religious practices.

### IV. Questions of the Research

This research has attempted to answer a major questions, that is "*What is the effect of exposure to New Media on the main axes of socialization in school students*". To answer this question, it was divided into the following sub-questions:

- 1- What is the effect of exposure to New Media on **language**.
- 2- What is the effect of exposure to New Media on **identity**.
- 3- What is the effect of exposure to New Media on **values**.
- 4- What is the effect of exposure to New Media on **religious practices**.

### V. The Significance of the Research

The scientific significance of this research is exemplified in shedding the light on the effect of New Media on the school students' socialization, especially, in terms of the rapid development that the world witnesses in the areas of information and communication technology; and after the social, intellectual and political utilization of social networks and satellite channels; beside, the huge unexpected political changes that happened to the Arab world. Hence, the importance of the research increases when we find that the students of the pre-university educational stages use this media widely. It is believed that they have high effects on the socialization of those students with different dimensions and components, including their *language, identity, values and religious practices*.

### VI. Methodology

The current research is considered as a pilot research that was conducted by the both researchers as a preliminary stage for participating in a strategic research that is planned to be conducted in the future. This research belongs to the descriptive research type, where it attempts to describe the reality of using New Media and to find out their effects on school students' socialization. The descriptive approach is the general approach that guides the current research, and has been applied through the method of social sample survey. A certain scale was designed to include the central topics relating to the effects of New Media on socialization such as: language (7 items), identity (13 items), values (41 items), and religious practices (18 items). The Reliability and Validity were verified by using the necessary scientific methods. (the data was collected from first till fourth grade pupils using interviews that were conducted by social workers who are responsible for those grades). The sampling frame included pupils from different grades in Muscat Governorate in the Sultanate of Oman. After that, a random sample was drawn from schools (5 schools in Seeb district, and 4 schools in Qurayyat district) where those school included all the school grades and educational cycles (Seeb district represents the urban type, and Qurayyat district represents the rural type). According to Cochran, the sample's appropriate size is obtained when the sample drawn from the research population is between (5%, 7% or 10%) of the population (Cochran, 1963, p. 75). A random sample was drawn as 5% of male and female pupils in condition that all grades and various educational cycles are represented. The sample was 294 pupils. And after the data-collection, twenty four forms were excluded because their data was not complete. Accordingly, the actual sample became 270 pupils. Muscat Governorate was chosen to be the geographical scope of the research field application. The data-collection was accomplished in the period between March 2013 and the end of April, 2013.

### VII. Analysis of the Field Data

### Describing the sample of the Research

The pupils to which the study was applied in schools of Seeb district were 67%, and in Qurayyat district 33%. The data in table (1) shows the distribution of the studied sample according to their gender and educational cycle. The table shows that males are 49.6%, and females are 50.4%.

**Table (1): Shows the Distribution of the Pupils Sample According to their Gender and Educational Cycle**

Gender		Educational Cycle			Total
		Grade 1-4	Grade 5-9	Grade 10-12	
Male	Freq.	16	24	94	134
	%	5.9%	8.9%	34.8%	49.6%
Female	Freq.	19	82	35	136
	%	7.0%	30.4%	13.0%	50.4%
Total	Freq.	35	106	129	270
	%	13.0%	39.3%	47.8%	100.0%

The data in table (2) shows the distribution of respondents according to the place of residence. It shows that all pupils from the Seeb district are living in urban areas because of the special nature of this state. We can add to this percentage the 16.3% who live also in urban areas in Qurayyat district. Hence those who live in rural areas are only 16.7% of the total sample. All of them are from the villages of Qurayyat state.

**Table (2): Shows the Distribution of Respondents According to District and Type of Residence Area**

District		Place of residence		Total
		Urban area	Rural area	
Seeb	ك	181	0	181
	%	67.0%	.0%	67.0%
Qurayyat	ك	44	45	89
	%	16.3%	16.7%	33.0%
Total	ك	225	45	270
	%	83.3%	16.7%	100.0%

### New Media: Types and Habits of Using

One of the major conditions on which the sample was drawn is that the respondents have been subjected to New Media (satellite and internet). Hence, the following part of the analysis focuses on types and habits of using New Media. As to the sets on which the respondents depend to follow up New Media can be shown by the table (3). It shows that 49.3% own smart phones; 34.8% own electronic tablets/ iPad; 32.6% have got desktop computer or laptop; 27.8% have got play-station/video game sets; 27.4% have televisions; 11.1% have got CD players or DVD, and finally, 5.6% other kinds of sets.

**Table (3): Shows the Personal Sets that Enable them to Follow Up New Media**

(choose more than one response)

Sets		Availability	
		Freq.	Percentage
1	Smart phones	133	49.3
2	Electronic tablets/IPADs	94	34.8
3	Desktop computer/ Laptop	88	32.6
4	Play-stations/ video game sets	75	27.8
5	Televisions	74	27.4
6	DVD/CD players	30	11.1

7	Others	15	5.6
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Results related to Internet Exploration

The results in table (4) point out that Google+ as a social media network is at the top place as to the number of personal accounts. The subscribers in Google+ among the studied respondents are 85.1%. At the second place is the Facebook with percentage 39.6%, then Twitter at the third rank with 23%. Accordingly, we can find the respondents' accounts distributed to multiple webpages of the social media.

**Table (4): Shows the Accounts of the Respondents on the Social Media Websites**

(choose more than one response)

Social Network		Freq.	Percentage
1	+Google	157	58.1
2	Facebook	107	39.6
3	Twitter	62	23.0
4	My space	9	3.3
5	Dig	7	2.6
6	Tagged	4	1.5
7	LinkedIn	2	.7
8	Other social network	86	31.9

**Table (5): Types of Topics Preferred by the Respondents when Exploring Internet**

Topics	Always		Sometimes		Rarely		Never		Average	Rank
	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Religious	79	29.3	111	41.1	44	16.3	36	13.3	2.86	1
Educational/scientific	74	27.4	76	28.1	72	26.7	48	17.8	2.66	2
Documentary (environmental or cultural)	65	24.1	98	36.3	44	16.3	63	23.3	2.61	3
Movies	50	18.5	114	42.2	51	18.9	55	20.4	2.59	4
Sports	74	27.4	66	24.4	47	17.4	83	30.7	2.49	5
action movies	53	19.6	75	27.8	60	22.2	82	30.4	2.37	6
Drama series	33	12.2	94	34.8	66	24.4	77	28.5	2.31	7
News	34	12.6	70	25.9	73	27.0	93	34.4	2.17	8
Kids programs/ Cartoon	31	11.5	62	23.0	87	32.2	90	33.3	2.13	9
Other topics	55	20.4	35	13.0	26	9.6	154	57.0	1.97	10
Dancing and belly dance	19	7.0	42	15.6	52	19.3	157	58.1	1.78	11
Porn	14	5.2	19	7.0	22	8.1	215	79.6	1.38	12
Percentage strength of exploration= 56.7%		Mean = 27.2259					Standard Deviation= 6.05833			

As to the types in which the respondents are interested for exploring them across the internet, the topics of religious, educational/scientific, documentary (environmental and cultural) films come at the top of interests. They occupied the first three ranks. Then, the movies, sports programs, action movies, and series have come in the fourth till the seventh order. The news programs are at the eighth order, then the kid programs and cartoon at the ninth order. The other various topics have come at the tenth order. Finally, songs and belly dance have taken the eleventh order, then the porn movies at the last order. By computing the percentage strength (\*) of the dimension of the topics of exploring the internet, it has come to be 56.7%, which means that it is average. That is, the level of exploring the internet by the research participants concerning the topics that they are interested in is an average level. As to the most navigated websites, the data in table (6) show that the exploration at house page is at the top of the list with percentage of 71.1%, then on subject's own cyber café or room with 39.6%. The may be due to the availability of

The Percentage Strength coming from computing .....



internet at houses recently and its higher quality than before. In addition, logging into the internet using the WI-FI achieves more speed and less costs. At the third order, the exploration through the entertainment places was with 10.4%. At the fourth order, there was the exploration through a computer lab existing in schools with 9.6%. At the fifth order, there was logging into the network during existing in cars, which can be available for some participants through subscription through the mobile. The subscription to the internet services using the cell phones is expensive for some pupils. A little category of participants may be able to use this kind of logging into the internet. Using the internet through cyber cafés or internet cafés scored 3%. It is known that using internet cafés necessitates costs that students may or may not afford.

**Table (6): Shows the Places Preferred by the Respondents Concerning the Exploration of the Internet**

(choose more than one response)

Place		Freq.	Percentage
1	Home	192	71.1
2	My own room	107	39.6
3	entertainment places	28	10.4
4	School lab	26	9.6
5	The car	23	8.5
6	Internet/cyber café	8	3.0

Concerning how the family is interested in the exploration of internet by the children, the following table (7) shows that majority of families are interested in exploring the internet by children, and at the same time, they are concerned with guiding them. This was obvious through the percentage scored by the respondents (81.1%). On the other hand, about 15.6% of families showed that they are not interested in the exploration at all. This is due to that those respondents belong to low education families, which leads to lack of realization of the dangers that may be caused by the exploration of the internet by children.

**Table (7): Families Interesting in Monitoring and Guiding the Their Children's Exploration of Internet**

Family interest		Freq.	Percentage
1	Attention and guidance	219	81.1
2	Not interested	42	15.6
3	Not shown	9	3.3
	<b>Total</b>	270	100.0

The research has included an attempt to compute the mean of hours that a pupil spends on the internet during the study year. The mean was about 1.98 hours a day. This mean increased during the holidays to reach 3.88 a day. This increase seems natural because the pupils at that time are free during vacations and there is nothing other to make them busy.

**Table (8): Shows the types of persons that the respondents prefer to share them the exploration of the internet**

persons	Always		sometimes		rarely		never		Not shown		mean	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
1	Alone	152	56.3	64	23.7	20	7.4	29	10.7	5	1.9	3.22
2	persons of same gender	61	22.6	99	36.7	53	19.6	53	19.6	4	1.5	2.59
3	With friends	31	11.5	125	46.3	58	21.5	52	19.3	4	1.5	2.47
4	With family	51	18.9	74	27.4	89	33.0	49	18.1	7	2.6	2.42
5	With some relatives	25	9.3	94	34.8	92	34.1	54	20.0	5	1.9	2.30
6	Others	16	5.9	9	3.3	14	5.2	53	19.6	178	65.9	.64

Table (8) shows the types of persons that respondents prefer to explore the internet with. Exploration alone comes at the first place with mean of 3.22, then the exploration with family members of the same gender with mean of 2.59. After that, there is the exploration with friends with mean of 2.47. Then, the exploration with family in general comes to be at the fourth order, with mean of 2.42. At the fifth order, there is the exploration with relatives with mean of 2.30. This order shows a kind of privacy to which the respondents tend during the exploration of the internet. The topics that attract the respondents may determine whom they want to explore the internet with.

**Table (9): The types of internet sites that respondents prefer to explore with**

#	websites	Always		sometimes		rarely		never		Not shown		Mean
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1	Arabic sites	78	28.9	108	40.0	49	18.1	30	11.1	5	1.9	2.83
2	Omani sites	97	35.9	75	27.8	54	20.0	38	14.1	6	2.2	2.81
3	Gulf sites	60	22.2	105	38.9	40	14.8	60	22.2	5	1.9	2.57
4	Western sites	60	22.2	43	15.9	58	21.5	104	38.5	5	1.9	2.18
5	Others	24	8.9	15	5.6	9	3.3	52	19.3	170	63.0	.78

Concerning the websites that the respondents prefer to explore, the data in table (10) show that the order of websites preferences is as the following: first, Arabic websites, Omani websites, Gulf websites, western websites, then other websites, such as, Indian and Pakistani websites...etc.

Results related to satellite channels

Throughout the next section, we are going to discuss some results related to the respondents who watch the satellite channels as one of New Media. The next table (9) shows the days preferred by the subject on which they watch the satellite channels. It is shown that major pupils prefer to watch these channels on daily basis with percentage of 57.8%, where 22.6% of the respondents prefer to watch them only on holidays. Finally, about 20% do not watch satellite channels except on the annual holidays. The table shows also that 2.6% of respondents do not show their situation of watching the satellite channels.

**Table (10): Shows the days preferred by the respondents to watch satellite channels**

Watching days		Frequency	Percentage
1	Daily	156	57.8
2	Weekends	61	22.6
3	Annual holidays	54	20.0
4	Not shown	7	2.6
<b>Total</b>		270	100.0

What interests us here is to identify the mean of hours that pupils spend watching satellite channels during the academic year. The mean comes to be about 2.46 hours a day. This mean increases to reach about 3.21 hours a day during the vacation. The decrease of watching days during the academic time may be due to that pupils are busy doing their homework and academic tasks, beside the families attempt to get students sleep early during the academic year to be more able to wake up early to begin their new academic day. The mean of watching the satellite channels increases during the vacation because pupils have free time and there is nothing to busy them. When comparing the mean of exploring the internet and the mean of watching satellite channels, table (11) shows that the mean of watching satellite during the academic days is more than the mean of exploring the internet. Thus, it shows that the mean of exploring the internet during the vacation and holidays increases than the mean of watching the satellite channels. Statistics says that the highest rate of exploring the internet comes on academic days (about 10 hours a day), with two hours less than watching satellite channels. The highest number of hours spent in exploring the internet is equal with those of watching the satellite (12 hours each) on holidays. These numbers are worrying us and require that

those responsible for socialization in all institution, including families, should face this situation and develop plans and strategies to deal with this problem in the future.

**Table (11): Shows a comparison between pupils concerning exploring the internet and watching the satellite channels**

Statistics		Internet	Satellite
1	Mean of hours during academic days	1.9815	2.4630
2	Mean of hours during holidays	3.8778	3.2111
3	The highest hours during the academic days	10.00	12.00
4	The highest hours during the holidays	12.00	12.00

**Table (12): Shows the types of persons whom the respondents prefer to watch the satellite channels with**

persons	Always		Sometimes		Rarely		Never		Not shown		mean	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
1	With friends	53	19.6	86	31.9	63	23.3	58	21.5	10	3.7	1.14
2	Alone	105	38.9	84	31.1	35	13.0	42	15.6	4	1.5	1.13
3	Persons of the same gender	97	35.9	104	38.5	31	11.5	34	12.6	4	1.5	1.06
4	With some relatives	53	19.6	105	38.9	70	25.9	38	14.1	4	1.5	1.00
5	With family	159	58.9	74	27.4	17	6.3	13	4.8	7	2.6	.98

Table (12) shows the types of persons with whom the respondents prefer to watch satellite with. Watching with friends come to be at the top with mean (1.14). Then, watching alone comes at the second order with mean 1.13 and watching with family members of the same gender at the third order with the mean 1.06. Watching with relatives comes at the fourth rank with mean 1.00. Finally, watching with family was with at the bottom of the order with the mean 0.98. This order does not pose the idea of privacy as obviously shown in the exploration of the internet, where the well-known channels in the Omani society are somewhat controlled and monitored, especially some local and Arabic channels that do not break Omani norms and customs. Accordingly, the pupils do not find it embarrassing to watch such channels with friends, family or relatives. This is not the case with exploration of the internet, where the possibility and freedom of searching any topic on the internet may make a pupil prefer the individual exploration of the internet or with friends more than with a member, some members, or all of the family.

**Table (13): Shows some satellite channels preferred by the respondents**

Channels	Always		Sometimes		Rarely		Never		Not shown		mean	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
1	Gulf channels	135	50.0	75	27.8	29	10.7	23	8.5	8	3.0	3.13
2	Arabic	97	35.9	102	37.8	35	13.0	33	12.2	3	1.1	2.95
3	Omni	71	26.3	79	29.3	63	23.3	48	17.8	9	3.3	2.57
4	Western	88	32.6	47	17.4	52	19.3	74	27.4	9	3.3	2.49
5	Others	16	5.9	17	6.3	14	5.2	45	16.7	178	65.9	.70

Table (13) shows the types of satellite channel that are the most watched among the respondents. The Gulf channels are considered the most watched channels with mean 1.13, this may be explained in terms of the international rank of some Gulf satellite channels, such as El Jazeera News channel, and some sports channels that are sponsored by the same corporation. In addition, some other Gulf satellite channels exclusively present the European matches. All this attracts the attention of the Omani citizen, in general, and particularly, the pupils. At the second rank, the Arabic channels come with the mean of 2.95, then the Omani websites at the third rank with mean 2.57. Next, At the fourth order there is the Western channels with mean 2.49. Finally, there are other channels (the Indian

and Pakistani channels..etc.) at the final order with mean 70.00. By comparing the results related to the most explored websites with the most watched websites, one can find that an exchange in order has happened, where the Gulf channels comes first, and the Arabic websites come first too. While the Omani websites come at the second order, the Omani channels come at the third order. This reveals that the Omani websites- though less money is spend on it, are considered as the most attractive websites for the respondents comparing to the Omani satellite channels. This may pose many important questions as an attempt to interpret this by media officials in the Omani society. Concerning the types of topics that pupils are interested in watching and following them on the satellite channels, the next table (14) shows this order: movies are the most watched, then religious programs, series, documentary (environmental and cultural), educational/scientific programs, sports, action movies, then the news. They occupied the fourth, fifth, sixth, seventh and eighth order respectively. Then the kids programs and cartoons come to be at the ninth order. After that, the songs and belly dance at the tenth order, before the porn at the ninth order. Finally, the other kind of channels as the shopping, competition, and fashion come at the last order.

**Table (14): Shows the types of topics that the respondents prefer to watch on the satellite channels**

Topics	Always		Sometimes		Rarely		Never		Mean	Order
	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Movies	100	37.0	102	37.8	36	13.3	32	11.9	3.00	1
Religious topics/programs	85	31.5	114	42.2	49	18.1	22	8.1	2.97	2
Drama (series)	76	28.1	108	40.0	51	18.9	35	13.0	2.83	3
Documentary (environ - mental/ cultural)	76	28.1	99	36.7	56	20.7	39	14.4	2.79	4
Educational/ scientific programs	73	27.0	95	35.2	73	27.0	29	10.7	2.79	5
Sports	91	33.7	60	22.2	67	24.8	52	19.3	2.70	6
Action movies	69	25.6	88	32.6	58	21.5	55	20.4	2.63	7
News	42	15.6	103	38.1	75	27.8	50	18.5	2.51	8
Kids programs and Cartoon	73	27.0	53	19.6	77	28.5	67	24.8	2.49	9
Songs & belly dance	16	5.9	39	14.4	57	21.1	158	58.5	1.68	10
Porn	22	8.1	20	7.4	39	14.4	189	70.0	1.54	11
Others	24	8.9	30	11.1	14	5.2	202	74.8	1.54	12
Percentage strength= 61.38		mean =29.46					Standard Deviation =4.83			

By computing the percentage strength of the dimension of topics that pupils follow on the satellite channels, it was 61.38% which means that it is at the average level. This result goes along with the result related to the respondents' exploration of the topics they are interested on the internet (review table 5).

The effect of New Media on the socialization:

In this section of the analysis, both of the researchers are going to discuss the findings related to the effect of pupils' exposition to New Media on the sub-dimensions included within socialization. This will be dealt with as the following:

- 1- **Language:** The analysis in this dimension focuses on the identification of the effect caused by New Media on the mother tongue of the respondents. The table (15) shows the effect of New Media on the respondents. By calculating the relative mean, it was 0.74, which means that there is a positive effect happening in a good direction. Accordingly, the rest of the number to get the absolute "one" represents the negative effect of New Media on language, which equals 0.26. This effect does not include the mother tongue of the respondents only, but also includes all languages and dialects used in their speech. The contents of the next table show the order of this effect by observing the relative mean of New Media on the items composing the dimension of language. It is obvious that the effect was very strong in the item saying "I acquired new Arabic words" whose relative mean was 0.81. The effect was strong in items whose mean was between 0.75 and 0.79. The effect was average with the item

"It enabled me to use other dialects other than the local one". Finally, the effect was weak with the item "using shortcuts in writing Arabic with English letters", whose mean was only 0.59.

**Table (15): Shows the effect of New Media on language**

Item	Mean	Relative mean	SD	order
I acquired new Arabic words	3.25	0.81	0.86	1
It increased my usage of good Arabic Language	3.17	0.79	0.93	2
It developed my language skills	3.17	0.79	0.95	3
It encouraged me to use foreign words in my speech	3.03	0.76	0.97	4
It has made me know new words in the Omani dialect	2.98	0.75	1.08	5
It enabled me to use other dialects other than the local one	2.72	0.68	1.06	6
using shortcuts in writing Arabic with English letters	2.36	0.59	1.18	7

2- **Identity:** The current dimension focused on measuring the effect of New Media on identity. Table (16) shows the effect of New Media on the respondents' identities. The relative mean for this was 0.71.

This may mean that a positive effect has happened with a good degree, but we should have in consideration that the items composing this dimension were negative statements, which mean as a total result that the rate of refusal or acceptance of the existence of effect for New Media on the respondents identity is the same as the relative mean of the dimension. This means that the negative effect of New Media on the identity is about 0.29. This is not a little ratio at present because the possibility of its increase is still persisting, unless the strategies and social, educational and cultural plans are developed to deal with it positively. Concerning the most important indicators of such effect, it is obvious that through reviewing the relative mean of the items included in the table, as it is ranked in descending order, in order to show the positive aspects related to identity and that have been affected by New Media. It shows a refusal by the respondents for the existence of strong effect on the components of the identity dimension as a result of subjecting to New Media.

**Table (16): Shows the effect of New Media on identity**

Item	mean	Relative mean	SD	order
Making a tattoo on the body	3.87	0.97	0.41	13
Celebrating the western Days (Christmas, Valentine Day...)	3.56	0.89	0.87	12
Wearing a necklace or chains	3.06	0.77	1.13	11
Making a Fashionable haircut	3.04	0.76	1.02	10
My attendance to the discussion sessions decreased (El-Sabla)	2.91	0.73	1.03	9
Not adhering to public games.	2.81	0.70	1.03	8
Forming friendship with other gender.	2.80	0.70	1.20	7
It lessened my existence with my relatives on feasts and occasions.	2.76	0.69	1.07	6
My participation in religious days and occasions decreased	2.74	0.69	1.09	5
My participation in celebrating the national occasions decreased	2.65	0.66	1.00	4
Wearing clothes with world trademarks	2.33	0.58	1.06	3
Wearing clothes other than Omani in some occasions.	2.30	0.58	1.00	2
Wearing jeans or short trousers	2.28	0.57	1.10	1

3- **Values:** A set items that embodied 13 values were formulated. The 13 values are included in table (17). The intention of this formulation is to express the cognitive, affective and behavioral aspects of every value. The relative percentage of the values dimension is 0.676%, which means that there average positive effects have happened. Thus, we should take into consideration that the negative effect the completion of this ratio, which equals 0.33. This pays our attention to the importance of thinking about how to help pupils build cultural, social, and religious walls that protect them against the negative effect of New Media concerning their values.

The major indicators of this effect, by reviewing the relative mean of the items included in the table, which were arranged in an ascending way, one can see that the effect of these media on values differs from one value to another. Some values are affected by those media strongly with relative mean between 0.65 to less than 0.80. Those values are: *freedom, money saving, understanding, equality, forgiveness, belongingness, order, knowledge, cooperation, respect, work, and friendship*. The effect was very strong on the value of autonomy only, with relative mean 0.84.

**Table (17): Shows the effect of New Media on Values**

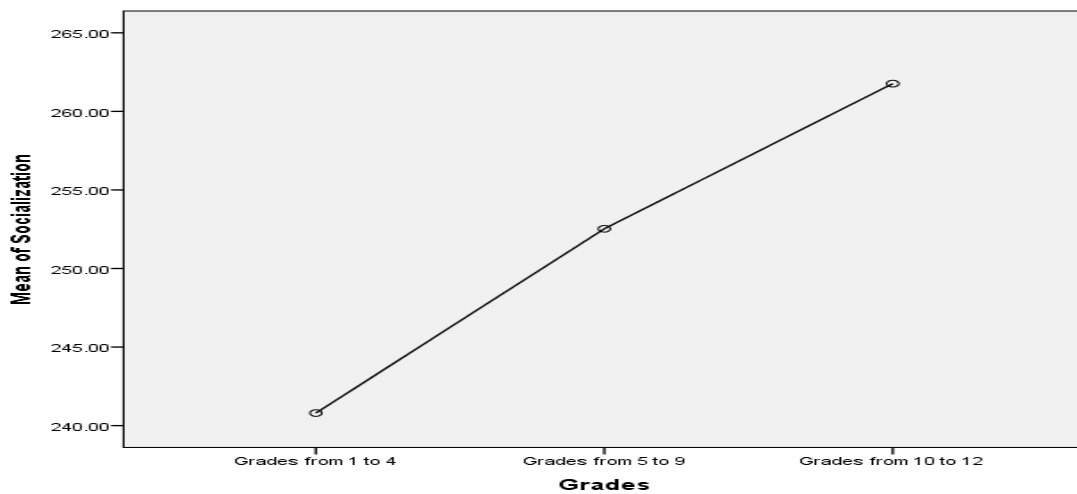
item	No. of items	mean	Relative mean	SD	Order
Freedom	3	9.37	0.59	1.68	1
Saving	3	9.44	0.59	1.68	2
understanding	3	10.10	0.63	1.68	3
Equality	3	10.23	0.64	1.68	4
forgiveness	3	10.29	0.64	1.68	5
belongingness	3	10.29	0.64	1.68	6
Discipline	3	10.46	0.65	1.68	7
Knowledge	3	10.73	0.67	1.68	8
cooperation	3	10.90	0.68	1.68	9
Respect	3	11.27	0.70	1.68	10
Work	3	11.31	0.71	1.68	11
Friendship	4	11.82	0.74	1.68	12
Autonomy	4	13.39	0.84	1.68	13

**4- Religious Practice:** The relative mean of the dimension of the effect students' subjection to New Media has come to be 0.81, which means that the effect was very strong. Nevertheless, we cannot ignore the negative effect of this dimension embodied in the rest of this value to complete integer "one"; which equals 0.19. This shows the existence of a negative effect that may seem limited, but can be increasing at the long run to be highly negative on the religious practice of students in the future. As to the major indicators of this effect, it can be obvious through reviewing the relative mean of the items of this dimension in the table (18). The items in this table were organized in ascending order. It shows that the effect is differentiated. Some religious practices were affected strongly (the relative mean between 0.70 and less than 0.80). Other religious practices were affected more strongly, where the relative mean of this effect was 0.80 and more.

**Table (18): Shows the effect of New Media on Religious Practices**

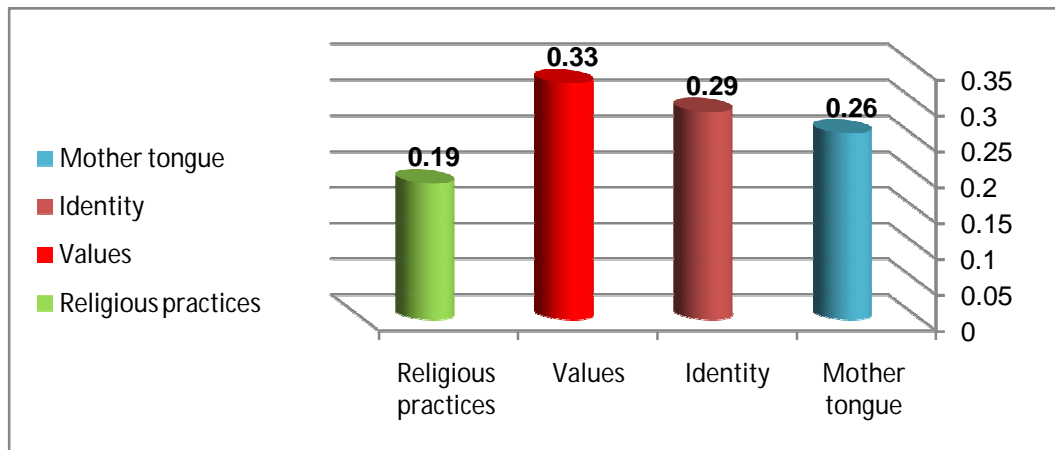
Item	No. of items	mean	Relative mean	SD
Attending God memorization cycles	2.81	0.7	1.01	1
Interaction with religious programs	2.94	0.74	1.02	2
Caring to attend the Friday pray and listening to its speech	2.98	0.75	1.14	3
Compliance with pray	3.04	0.76	1.26	4

Caring for fasting the additional (Sunnah) and the voluntary days	3.03	0.76	1.06	5
Doing the prayers in time at the mosque	3.03	0.76	1.14	6
Participating in the voluntary campaigns	3.11	0.78	0.95	7
Listening and watching the religious programs	3.14	0.79	0.92	8
Helping poor and weak people	3.20	0.8	0.88	9
Helping others even if it is against my own benefit	3.24	0.81	0.95	10
Keeping on giving charities	3.28	0.82	0.87	11
Reading religious books	3.33	0.83	0.87	12
My community needs is preferred for me than my own	3.31	0.83	0.87	13
Caring for memorization of the Prophet speech and the Holy Quran	3.40	0.85	0.81	14
Caring for neighbors' rights	3.47	0.87	0.78	15
Communication with relatives and visiting them (kinship)	3.52	0.88	0.74	16
Fixing relationships between friends	3.50	0.88	0.76	17
Obedience and honoring the parents	3.69	0.92	0.65	18



**Figure No (1). showing the extent of effect of students' exposition to New Media on the main dimension of socialization, according to students' grades**

As to the total result of the extent of effect of pupils' exposition to New Media on their socialization, the graph (1) shows that the effect was little on the pupils of the grades (1 to 4). Then the effect increases in the middle grades (from the fifth to the ninth grades) to reach its climax in grades (10 to 20). The graph (2) shows how much the negative effect of pupils' exposition to New Media was on the dimension composing the pupils' socialization, where the dimension of values was the most affected one, with relative mean 0.33, then identity (0.29), then the mother tongue (the relative mean= 0.26. Meanwhile, the dimension of the religious practices was the least affected one, with relative mean (0.19).



**Figure No (2): Showing the mean of negative effect of exposition to New Media on the main dimensions of Socialization**

### VIII. Conclusion

Before discussing the answers to the research questions, the researchers think that it is important to shed light on some important findings, as the following:

- There are no differences between males and females concerning the average of hours of following up New Media.
- There are no significant differences between pupils according to grades and mean of following up New Media.
- The mean of hours spent by the pupil in exploring the internet during the academic year was about 1.98 hours. This mean has increased during the holidays to reach 3.88 hours a day.
- The mean of hours spent by a pupil in watching satellite channels reached, in the academic days, about 2.46 hours a day, whereas, the mean during holidays increased to reach about 3.21 hours. Accordingly, the mean of watching satellite channels during the academic days was more than the mean of exploring Internet, whereas the mean of exploring the internet during holidays was more than the mean of watching satellite channels.
- The Arabic websites are considered more obsessive for pupils, then, Omani, western, Indian and Pakistani, respectively.
- The Gulf satellite channels are considered the most attractive for pupils, then, The Arabic, Omani, Western channels, and finally, the other channels such as Indian and Pakistani...etc.
- The results related to the types of topics that interest the pupils and make them search about them on the internet, there are the religious topic, the educational, scientific, documentary (cultural or environmental) topics, respectively, as their top interests. The topics related to songs and belly-dance came at the eleventh order, then the porn at the last order.
- The results related to types of topics that interest pupils to watch on the satellite channels showed that watching movies is the most followed topic, religious topics, and then drama series as they occupied the first three orders respectively. Watching songs and belly-dance came at the tenth order, then the porn movies at the last order.

The researcher attempted through the above analysis to answer the main questions of the research, i.e., to identify the effect pupils' exposition to New Media on some major dimensions, included in their socialization. These dimensions included language, identity, values, and religious practices. As to the effect of those media on language, it has a positive aspect which is adding new words and terms to their language and learning about new local dialects spread across the Omani society. The negative effect was apparent in pupils who were encouraged to use shortcuts in writing and using the English letters in writing Arabic (Franco Arab), which ultimately affects their mother tongue. For the effect of exposition to New Media on identity, the analysis shows that the effect was limited. Thus, the research pays attention to the possibility of increasing the negative effect in the future, unless the necessary social, educational and cultural strategies or plans are developed to deal with it positively. The analysis shows also that pupils' exposition to New Media produced moderately positive effects on values. Hence, we should not neglect the negative effects of such media on values. This makes us pay more attention to how to help pupils build cultural, social and



religious firewalls against the increase of such negative effects. The analysis shows also that the positive effects of these media on pupils' religious practices were very strong. Hence, we cannot neglect some of their negative effects which could grow on the long run to highly affect the religious practices of the pupils in the future.

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