

The Effect of the Internet on Students' Social Relationships from the Perspective of Teachers in Salfit Governorate Schools

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Abstract

This study sought to identify how the internet affects students' social relationships from the perspective of teachers in Salfit Governorate schools in the scholastic year 2015/2016. Also it aimed to determine what kind of effect the following variables (sex, place of living, academic qualification and teaching experience) have on this. The researcher employed a forty-one item – questionnaire, segmented into three spheres: social, educational and behavioral-ethical. Each meant to measure one type of the internet uses and how it affects students' social relationships. Validity and reliability tests were performed. The sample of the study comprised two hundred and fifty five male and female teachers, representing the population which is one thousand two hundred and fifty three male and female teachers.

The findings of this study showed that sex, place of living, academic qualification and teaching experience resulted in no significant differences in the way using the internet affects students' social relationships. The researcher proposed the following recommendation: school and teachers play a significant role in guiding the youth, specially males, as they are most affected by the internet, not to depend entirely on the internet and to spend their free time doing purposeful activities.

Keywords: internet, social relationships, teachers

Introduction:

The world is witnessing a number of accelerating changes as well as tremendous developments in the use of the internet and telecommunications technologies. This has transformed the world into a small global village in which information moves in fractions of a second. Such modern technologies of telecommunications have made individuals to adapt to them. However, the Internet is considered a double-edged sword . On one hand, it has made distances closer, strengthened social relationships , and enabled people to made use of it in education and group study. On the other hand, there are some disadvantages among of which are addiction to the web , social disintegration and living in the virtual world. Despite the many benefits of the internet in the spheres of life, it may pause some dangers to users as there is constant controversy on how much the internet contributes to the degradation of social bonds. In this connection, many people spend too much time in front of their computers because they provide them with education, entertainment, excitement, message exchange chatting and reading books. As a result, this affects sleeping and eating habits- individuals may eat with their eyes on their monitors. Upon this, researchers have found that spending much time in front of the computer monitor has a great impact of human relationships(Altarawnad, Alfaneqh, 2015)

In light of the absence of censorship, and regardless of how much countries, through their internal networks, try to monitor the internet, family members can still have access to lots of harmful content on several websites. This poses much danger (Berson, John, 1994)

In this regard, electronic communication networks are a subject in which there are two different points of view. The first sees websites as a chance for exchanging communication and knowledge and obliterating time and place obstacles. Consequently, people build good relationship, get closer to each other and their performance become more efficient. As well, these websites save humans a lot of procedures in interactions and commercial transactions .(Pawlak-Craig, 2002)

However, the second point of view finds electronic communication networks disastrous as they constitute a source of real danger to social relationships in the way that they lead to breaking up with cultural traditions, social disintegration and dismantlement of the social life fabric. Also the proponents of this proposal think that means of social media have invaded family, which in turn has reduced chances of interaction and communication(Bushfly, 2006).

In light of this, schools have to ensure to provide generations with good upbringing through highlighting the role of religion so that they are not negatively affected by social networking websites, which may make them neglect their lessons and duties in society and family. This study is meant to identify the effect of the Internet, namely Facebook, on students' social relationships specially as we witness a lot of positive and negative effects, social and cultural ones, in society on daily basis.

The educational and learning process, whether at schools or university, seeks to create individuals who are mentally, physically, interactively and socially fit. This is very much evident in building relationships at all levels. For example, school students form social relationships with their peers, and no matter how much individuals try to put themselves away from others, they realize that there is a bad need to deal with them and make some compromises that make them able to adapt to the environment they live in (Barakat, 2006)

Study problem:

Due to the sudden and rapid developments in the Internet, the number of users grows in an accelerating way day after day despite the fact that this poses great dangers to relationships and social values.

The use of the Internet has changed the course of life in cultural, ethical, value-based, behavioral and economic sides. Also, the Internet has changed the ways people interact with each other to the extent that it can be said that the new form of communication has led to fundamental changes that constitute a turning point in the history of social communication(Sari, 2008)

The use of the internet has greatly impacted social relationships in society. When an individual uses the Internet, they get glued to their computer monitor for a long time. This results in social integration and inefficiency as we resort to virtual friends, which in turn makes develop tendency to isolation and being alone without being interrupted from others(Gross, 2004).

Among children, social disintegration develops when their efforts to finish a task are confronted by criticism and mockery. This makes kids concerned, unconfident and hesitant to face new situations. Thus, they tend to escape and withdraw from reality (La Ferle, 2001) During adolescence, some factors surface and make part of adolescent's life overwhelmed by concern any misery. In addition, the changes that occur at this phase contribute to adolescents' feeling of alienation, which eventually leads to a sort of ambiguity about the future and identity. These negative changes are reflected on behavior, the level of shyness and laziness. This is why teenagers develop negative tendencies towards social environment. What adds insult to injury is that adults contribute negatively to such feelings by misunderstanding this group age and making cynical remarks about their appearance (Sukar, 2006)

This study is meant to recognize the effect of the internet on the youth and their social relationships as our students, males and females, are the group age which represents the study period and the future of our society and the backbone of the nation. This group age is very special since it enables us to measure the social, economic, cultural, health, educational and political awareness in society. Moreover, the youth are the yardstick by which we can measure the efficiency of society, school and family's education young people represent the link between two generations that represent originality and modernity. On the top of this, this group age is, supposedly, the phase at which individuals start leading a life of stability in work, education and family as dimensions get determined.

This study is significant as it highlights the behaviors of students, and it diagnoses social disintegration, so that teachers can deal with this constructively and build counseling programs that help face some expected problems.

So, the researcher sought to answer the main question of this study which is "What is the effect of the Internet on students' social relationships from the perspective of their teachers in Salfit Governorate?"

Study questions: As stated earlier, the main question of this study is "What is the effect of use of the internet on students' social relationships from the perspective of their teachers in Salfit Governorate schools?" This question leads to some sub questions.

Question One:

Are there statistically significant differences, attributed to the variable of sex at ($\alpha \leq 0,05$) in the dimensions of Salfit Governorate' schools students regarding the effect of Internet on social relationships from the perspective of their teachers?

Question Two:

Are there statistically significant differences, attributed to the variable of place of residence at ($\alpha \leq 0,05$) in the dimensions of Salfit Governorate' schools students regarding the internet effect on social relationships from the perspective of their teachers?

Question Three:

Are there statistically significant differences, attributed to the variable of teaching experience average at ($\alpha \leq 0,05$) in the dimensions of Salfit Governorate' schools students regarding the effect of the Internet on social relationships from the perspective of their teachers?

Question Four:

Are there statistically significant differences, attributed to the variable of academic qualification at

($\alpha \leq 0,05$) in the dimensions of Salfit Governorate' schools students regarding the effect of the Internet on social relationships from the perspective of their teachers?

Study Objectives

- 1 . Recognizing the impact of the Internet on students' social relationships from the perspective of their teachers in Salfit Governorate schools.
2. Identifying the effect of the variables (sex, place of living, academic qualification and rate of experience) on the theme of the study.

Theoretical Importance

School life is considered to be among the important stages in students' lives. At this phase, they start forming self, they learn a lot of things, they resort to the Internet to search for study-related matters, they start contacting educational forums, and they make new friends to discuss issues regarding school subjects. This in turns opens new horizons to students, and these are characterized by constant change, openness and instability in the way of building such relationships. However, danger at this stage lies in the fact that students develop a sort of affinity with virtual friends whom they make on the internet as they prefer to communicate with them constantly and they get away from real friends. Moreover, students get glued to their computers for long periods to browse the Internet. Thus, this results in lack of communication on the part of students with their families and community, and more isolation from them. Also, social solidarity weakens as these students experience fear, despair . All of this could be attributed to the fact that the internet is leading to drastic changes in people's relationships and how they communicate with each other.

Practical Significance:

This study sought to make students more interactive with their families and friends, to participate more effectively in society, and not to depend entirely on the virtual world, which is the main cause of social isolation. Furthermore, this study tried to highlight the most prominent characteristics of social isolation and specify students' problems and find the appropriate solutions through purposeful counseling and awareness programs that lead to stronger social relationships characterized by affection and cooperation. A teacher's role is to raise students' awareness, observe their behaviors in classes, and draw the attention of their parents to the most useful ways of using the Internet, such observing children while surfing the web and preventing them from using it for long periods. Hopefully, the results of this study are likely to contribute to a more positive employment of the Internet, disclose school students' social awareness of this issue, and diagnose some social effects of the wrong use of the internet. Consequently, this can create a kind of immunity against some wrong behaviors that result from using the internet inappropriately.

Theoretical and procedural definitions

The Internet is a network of millions of computers to exchange digital, visual and auditory information. This information can be saved and retrieved when necessary. (Al-Azawa, Hameed, 2006).

The Internet, procedurally, is a huge network of computers around the world. These computers are connected either through wired or wireless means and they are used to exchange

information. The Internet is used in different areas : education, health, industry, entertainment and social communication.

Social Interaction:

This is the process of communication which consists of a number of interrelated and interconnected elements that has a number of varied dimensions. The social dimension is achieved when knowledge and positive thoughts are exchanged in an atmosphere prevailed by mutual respect. The psychological dimension is manifested as social interaction is an internal process that depend on the individual's motives, needs and personal traits. Behaviorally, social interaction is dependent on bilateral communication. The educational dimension can be observed as this process takes place in a learning and educational situation inside the educational system. (Barakat, 2006)

Social relationships:

These are the mutual bonds among the individuals in community. Such bonds take place as a result communication, interaction and feelings exchange. Social relationships, whether negative or positive, are considered to be among life necessities. Because of this, this issue occupies a very significant position in social sciences and social interaction which involve many emerging relationships which rely on a number of criteria that govern this interaction through a specific system of social expectations of roles and certain statuses in society (Abdu, 2010)

Social relationships, procedurally:

These refer to the relationship and interaction that take place between two individuals or more. The goal of this is to fulfill social, economic or emotional needs. Among the manifestations of this relationship, which could last for ever or for a certain time, are friendship, kinship, work fellowship and family bonds. If these social interactions are positive, they are to be permanent and lead to respect and intimacy. However, if built on personal interests, jealousy and hostility, these relationships are very likely to be temporary once the interest is over.

Limitations of study:

spatial limitations: This study was conducted in Salfit Governorate.

Time- related limitations: This study was done in the first term of the academic year, 2015/2016.

Objective limitations: this study employed the tools prepared by the researcher. Validity and reliability were tested and the findings were generalized in accordance with tools' reliability and validity.

Theoretical Framework and Literature Review**Theoretical Framework**

The Internet, as an idea, was initiated and applied by the US Department of Defense with the knowledge of specialized scientific bodies in 1969. At first, different computer were linked to each other inside scientific centers within the same surrounding/area, then between cities until the National Science Foundation (NSF) purchased supercomputers and installed them in different places in the USA so that they work together in a national network. In all these stages, the internet was mainly used for scientific purposes in scientific centers and universities in

order to facilitate scientists' work with respect to sophisticated mathematical processes that cannot be handled or treated by traditional computers (Hijazi, 2002).

In 1971 the Advanced Research Projects Agency Network (ARPANET) was developed and reached 20 locations inside the US including Harvard University and Massachusetts Institute of Technology (MIT). After the end of the cold war between the US and the USSR, the Internet began to provide academic and educational services. In 1972, for example, 72 universities and scientific centers were connected together by that network which aimed basically to exchange knowledge and information in different fields including research (Al-Ghamidi, 2009).

Between (1982-1985) the internet came into existence; ARPANET was divided into two parts: ARPANET and MILNET. The former was used in civil research while the latter served military purposes. Starting with 1980s other networks emerged to serve some organizations and agencies including one which was dedicated to the civil, academic society and another was restricted to computer research only. These networks linked scientists together so that they exchange knowledge and data. The Internet was first directed to the public in 1985 and the numbers of people involved started to increase significantly until it became the largest network ever in the history of mankind. In 1998 the number of internet users exceeded 5 million users. The rapid growth of computer networking facilities helped reduce the prices of computers and internet providers also increased to the extent that computer managed to deal with telephone landlines (Internets Connections and their Development, 2008).

The inclination to the Internet by groups of young people can be attributed to a number of factors including: sense of loneliness, sense of freedom and positivity, joy and happiness while connected to the Internet, family breakdown, lack of family agreement, lack of social activities, selfishness, and others. People who receive social aid, support and guidance do not become internet addicts unlike those who have limited social support and compensate for that loss by joining the Internet (Abbas, 2015). It can be also said that lack of parental control and authority control on Internet use may lead to internet addiction. Finally, escape from stress, pressures, social intimidation, alienation, and poor time management may also cause the young to become internet addicts (Al-Saaedi, 2011).

The educational applications of the Internet resulted in vast improvements in e-learning as it added a social flavor to the process of education; it also allowed all parties to get involved in it including the principal, the teachers, the parents and the students. This increased connections both inside and outside the school in addition to reducing if not eliminating formalities inside the school. Furthermore, the Internet allowed the students to gain skills related to social connections, discussions, expressing attitudes or opinions as these are limited inside the school itself due to crowdedness, multiplicity of subject materials and lack of room for social activities (Al-Saaedi, 2011).

Since the Internet was developed to the good of humanity, there must be some features that distinguish it from any other source of services. First, it does not need much money as the costs are constantly decreasing; a small web site can bring much profit to its owners; and the internet market has changed the entire globe (Ali, 2010).

The Internet is considered as a special communication tool for the following considerations. It attracts a lot of people because it is very flexible and any person can visit the web site he likes easily. The Internet also expands people's social relationships with each other locally, regionally and globally regardless of their political, economical, social, ethnic and religious backgrounds. It also gives them a chance to freely express and present themselves (Morhan, 2003).

It is noticeable through observing people's social behaviors on the ground that there is a rapid growth and a constant increase in the numbers of internet users especially the young to the extent that some become internet addicts. This addiction affects their behavior, their social relation network and the way they handle life changes to the extent that it enhances individual values rather than social and group values which constitute the core cultural element of the society (Al-Majali, 2007). Nobody can deny the positive applications and values of the Internet. It is used for communication, education and social applications (Al-Sabbati, et al. 2010). The Internet also affects school children positively and negatively. As far as social networking sites are concerned, students keep in touch after schools and they become close to each other; it also helps them get closer to their society as they exchange ideas and information; they get introduced to other cultures; it knows no limits for communication between countries; finally it is considered as a means for practicing social and cultural activities that help to bring peoples into each other and facilitate interaction among different societies and states (Salem, 2013).

Among the negative applications of the Internet is porn sites, pictures of nudes, the possibility of having indecent relations between boys and girls. This is really dangerous and may spoil or damage the decent morals of teenagers and young people whether they are boys or girls (Whang, 2003).

Due to the impossibility of banning these pornographic sites, they increase day after day; the only solution to these things is the individual religious and moral factor inside each person. There are also other sites which promote indecent things that destroy the welfare of the whole society as they try to spread nasty ideologies and ideas. Therefore, it is necessary to stress the positive values of the Internet and focus on scientific, cultural and technological sides of the network with extra focus on the content rather than the form. There is no perfect application for the Internet; some people spend long hours on chatting rooms and they spend most of their time aimlessly. These users incline to do silly things and watch pornographic sites rather than spend their time doing something good not only for themselves but also for the good of the whole society (Al-Minawi, 2011).

There are many negative effects that concern students and lead to:
Ideological damage due to the existence of sites that relate to fads and myths, questioning the Islamic faith, and raising suspicions against Islam and insulting other.

Moral damage due to the existence of pornographic sites, gambling sites, wines and dissemination of homosexuality sites, and the sites that call for behavioral deviation, and social damage that results from drug sites, sites that teach suicide, violence sites which encourage the young and the teenagers to apply and practice these things, let alone the damage to the family network and social isolation (Al-Qaseer, 2014).

Social sites:

Social sites can be defined as gatherings of individuals that can be compared to rural ones in basic traits. These social networks concern people who share some characteristics like workplace, school or universities. Such people look forward to communicating with others regarding hobbies, affiliations, sports, gardening, friendships and politics (Almansour, 2012)

Emergence and evolution of social networks :

Speaking about the emergence and evolution of social networks, it is worth mentioning two stages: stage one is the first generation of the web (web1.0), and the second is about the

second generation(web2.0). However, the most popular social networks appeared during the second stage.

Stage One:

(web1.0) is about the early oriented information network that was made available by a little number of people to a very big number of users. This , basically, consisted of fixed web pages, and it allowed a very limited room of interaction. This stage can be described as the foundation stage of social networks, and it appeared with the emergence of the first generation(web1.0). Among these networks were Sixdegrees, live Journal, and Qayo World that was established in Korea in 1999. These early social networks offered message service among friends. Although these networks offered some of today's services, they were not lucrative and couldn't survive(Nomar, 2012).

Stage Two- emergence of (web2.0) technology: This term refers to a group of new technologies and networking applications that led to changes in the Internet that gained many new characteristics (Almehsain, 2009). The most prominent social networks were (Facebook, Twitter, and YouTube). Most used social networking sites among the youth.

-Twitter: This is one of the social networking sites that have spread recently. This site has played a very significant role in many of the political and social events that took place in many countries. This site took its name from the word (Tweet), and used “ bird” as a symbol. Twitter enables users to make posts of no more than 140 letters of each, and these posts were called later (Tweets) in April, 2007 (Mariam, 2014).

Facebook:

Facebook is considered the most popular social networking site as it occupies number one position in the list of social sites and number four position among the most visited sites on the web according to Alexa Ranking. Thus, it surpasses My Space, which is ranked number seven among the most visited sites on the web(Yao-Guo,2006)

Facebook has over 250 million active users who can post pictures and videos, share links, news and activities on their walls. Through privacy and settings, users can control what they post and share (Hamodi,2013).

You Tube:

You Tube is a web site for sharing videos. Users can download video clips, and thus watch and share them. These videos include movie clips, music clips. This site, also, enables novice users to share their own videos(Alshawa, 2010)

Social relations and integration:

Nobody can deny that the desire to communicate with others is an inherent tendency among humans. No matter what is said about the man and the computer integration using the internet, nothing bypasses the significance of holding a dialogue with a person living in the other side of the universe where both share interests and concerns and exchange with knowledge and experience. We have approached the day when nothing will remain difficult for the man to share things with others thanks to information technology; it is natural for peoples' desire to communicate with others because of the phenomenon of alienation and self-retreat, and the disruption of the links with neighbors. Perhaps this is what explains the rapid spread of virtual

communities on the (internet). Due to the excessive use of social networking site, individuals tend to spend their time in a physical environment that is equivalent to their world; this caused, them according to (Nomar 2011), to drop out and ignore many traditional social activities and seek more virtual theories including:

1. Symbolic Interactionism:

Symbolic interactionism looks at social life as a set of complicated interactions and relationships between individuals and groups and reality, with all its ingredients, is seen as social, developed interaction with others. This theory suggests that reality is understood through considering the various interactions among people; these interactions have their own motives and incentives as well as certain impacts on individuals and groups (Al-Shihri, 2011).

2-Social Interaction Theory:

Belz theory of social interaction is considered as one of the most important theories that tried to interpret and analyze the various stages and types of social interaction as it helps to aid positive social interaction, stress the values of group objectives rather than individual ones, and outline the significance of group commitments rather than individual ones (Al-Sabbati, 2010).

3-Theory of Social Oppression:

Theoreticians of social oppression suggest that deviation is a social phenomenon that results from social dominance and social oppression practiced by people against each other. Poverty is a suitable environment for crime and poor people create a kind of pressure against the typical structure of the whole society. This leads people to deviate from the norm. When social values are disrupted, chaos prevails and deviant behaviors appear (Al-Azzawi, 2013). No one can deny the fact that the Internet affects the social relationships among the family members. Social networking sites are not only networks for communication, but they are also real a phenomenon that constitutes the social network of the society. Interaction with the Internet leads to destroying social ties as it changes the human nature by encouraging communication without real, tangible contact. The social problems that result from using the internet affect the family, the individual, and the society as a whole (Abu Khatwah, 2014). These problems range include :

Social disintegration:

It refers to the social ties that do not include the circumstances and situations that lead to happiness, prosperity and welfare. The existence of conflicting factors and standards that affect the individual negatively will result in social disintegration or social breaking down (Engellberg, 2004). It is difficult to look at social disintegration as a strange or abnormal phenomenon; it exists in the history of all nations through history. Yet, social stability is the key element that guarantees the connectivity of a society in order to resist disintegration which is defined as deviation from the normal values and standards for a given society (Al-Tamimi, 2013).

When a person chats with another face to face, he/she sees the other's facial expressions and the body language which constitutes 60 % of human communication. Chatting on the Internet, on the other hand, occurs secretly; in other words, 60% of the interaction is missing and the person speaks to himself/herself up to 40 %. This may result in misunderstanding (Eun Joo Kim, 2007). It has been found that people who spend much of their time chatting on the internet tend to spend shorter periods of time with parents and family members; they also feel

loneliness and seclusion from the society. Finally, they feel happy only when they use the internet to chat (Balkhairi, 2012).

Social Seclusion/Isolation:

Many psychologists and educationists warn against internet addiction, in specific, or any other form of technological addiction due to their many side effects that affect people's lives and behaviors and help promote anti-societal behaviors like crimes, violence, and chaos. Addiction to these technologies may also result in psychological depression, anxiety, loneliness, seclusion, pressures, lack of self-confidence, etc. That affect teenagers and young people at university level. Social seclusion is one of the social issues that are produced by the Internet because people pin great hopes on the kind of relations they form and they also spend too much time in front of the computer screen more than the time they dedicate to their real life together with other virtual individuals with whom they have different relations (Nomar, 2012).

To reduce the side effects of internet, the researcher suggests that:

People should limit the time of internet use and activate their reminder. Internet users are advised to have special note cards to write five different problems that result from using the Internet excessively such as ignoring family and not doing some duties or chores. They can also write five benefits they gain when they reduce the time they spend on the internet such as fixing family problems and paying much more attention to their duties and responsibilities (Al-Asemi, 2010). The researcher also suggests that religious institutions should spare no efforts to warn people against addiction; parents must also pay more attention to their children through supervision and constant monitoring to their children. They can, for example, change some behaviors inside the house and fill their children times with useful activities like sports and other recreational activities (Al-Tamimi, 2013).

The researcher reckons that the relation between social networking sites and social relationships is always negative for all societies and cultures. These sites lead to disintegration and isolation in the same society; it may also affect various societies differently due to a number of factors. So, these social networking sites may bring people together and it may separate them. The negative and/or positive effect of the internet is proportional and relative; it differs from one individual to another and from one society into another because one man's poison is another man's food.

Review of literature:

Al-ajluni study (2014) aimed to identify the effect of the educational uses of the Internet by the Open Arab university- Amman branch and to recognize the effect of sex and specialization on this. The population of this study consisted of the students of the Open Arab University- Amman branch in the first semester of the 2012/2013 academic year. The researcher employed a questionnaire of 78 items divided into five areas, each of which measures one type of the educational effects of the Internet among this university. The validity and readability tests were conducted. Out of 2300 University students, the sample of the study consisted of 787 students with specializations of IT, English Language Business Administration and Education. The findings showed that there were noticeable educational effects of the internet uses on the total degree and the minor degree of every educational dimension. Also it was found that there were statistically significant differences of the educational effects, attributed to the variable of sex. However, there were some differences in the total degree and some minor dimensions, attributed to the variable of specialization.

Ezumah (2013) studied the use of social networking websites by university students in the academic year, 2012, and it tried to identify the effect of sex, faculty, race, length variable in this regard. A questionnaire was designed to achieve this goal. This questionnaire consisted of 35 items divided into different spheres , each of which was meant to measure one kind of social media sites used by university students. Validity and reliability test were carried out, and the sample was composed of 287 university students, 107 male ones, and 171 female ones, aged between 18-28. The results demonstrated that students use social sites, including Twitter, for contacting friends, exchanging pictures, contacting family and having some entertainment. It was also found that students prefer Twitter to other sites because of ease of use, popularity among friends and family members, ease of downloading information and chatting with friends.

Alshahri (2016) sought to identify the effect of electronic networks on social relationships in the academic year 2012/2013 as well as to recognize the impact of (age, educational level, hours spent on these sites, reasons and way of using) variables. This study employed a questionnaire of 25 items divided into 4 areas, each of them meant to measure one of the types of social sites. Validity and reliability tests were carried out. The samples was a composition of 150 students at King Addul Aziz University. The findings found out the most prominent reasons that made students use Facebook and twitter were the ease of expressing opinions and intellectual dimensions that they cannot express in society. Also making new friendships, strengthening existing ones and looking for new ones were among these reasons. As for age, the study found that the older female students got, their points of view of using the internet to explore the world got less positive. However, the desire to use it for other purposes increased. The researcher recommended holding awareness courses for girls to use the internet constructively and employ the telecommunications technologies in creative education.

Abu Arqub, Alkhdam, (2012) aimed to explore the influence of the Internet on personal communication with family and friends, and to investigate the effect of variables of place of living, number of hours spent, on the internet, educational level and monthly income in this regard. As a study tool, the researcher developed a 26-item questionnaire. These items were divided into many areas , each of which was meant to assess one type. Reliability and validity tests were done. The study sample consisted of 300 students at Ajlun Community College. The study results showed that there is a connection between the number of hours spent on the Internet and interaction with family and friends. In this connection, the points of view the subjects were positive as the Internet leads to less interaction with family members. Furthermore, it was found that there is a statistically significant relationship between the place of living, rural or urban, and the use of the internet. The study recommended enhancing the significant role of raising awareness of the effects of the Internet on social relationships and warning the young against the negative effect of the Internet on the relationship between the female students and their families.

(Jain, Madhur,Gupta,Plak,2012) investigated the effect of social networking sites on changing the youths' mentalities in the academic year, 2012. The variables used were sex, the social site used and the time spent on social sites. The researcher designed a questionnaire of many question items, divided into several fields, each of which meant to measure on aspect of the aforementioned effect. Validity and reliability tests were conducted. The sample used

consisted of 100 youths. The results suggested that the average time young males, every time they visit one of these sites, is 30 minutes. Whereas, young females spend 10-30 minutes.

Altarawneh, Alfaneh (2012) sought to identify the effect of the Internet on academic achievement, social adaptation, depression and communication skills among the students of Al-Qaseem University in 2012. The variables were number of hours spent on the Internet, social type, purpose of surfing the web, academic achievement, social adaptation, depression and communication skills. The researcher developed a 26-item questionnaire divided into 4 fields. Validity and reliability tests were conducted, and the study sample included 595 female and male students. The results showed that the effect of the Internet was a bit more than medium on social adaptation, depression and communication skills among students who use the internet moderately, whereas the degree of depression was high among those who spend more time. In light of these results, the researcher recommended that specialists should raise students' awareness that excessive use of the internet leads to negative impact on their social adaptation and academic achievement.

Al-Qarni (2011) aimed to identify internet addiction and how it influences psychological disorders among a sample of students at King AbdulAziz University in 2011. The variables were depression, social anxiety and loneliness. The researcher used a questionnaire that consisted of 4 fields. Validity and reliability were tested. The sample was comprised of 290 students. The findings demonstrated that there is a statistically significant relationship between internet addiction, on one hand and depression, social anxiety and loneliness on the other hand. The study recommended that there is a need to activate awareness programs.

Alsabati, et al, (2010) investigated internet addiction as well as motives of surfing the Internet and how this relates to social interaction among university students in 2010. The variables were sex, motives, students' social interaction and the internet addiction. The instrument of this study was a questionnaire of 44 items, divided into 5 areas. Validity and reliability were tested. The sample included 200 university students. The results suggested that there is a statistically significant difference, attributed to sex, in the internet addiction in favor of males. The reason for this is that female students have some household chores which in turn prevents them from spending much time on the web. However, there is no statistical difference in motives according to type. Furthermore, social interaction is unlikely to lead to the internet addiction as students whose social relationships are strong don't spend much time on the web. The study recommended raising the youths' awareness of social interaction and avoiding spending much time on the internet.

Alumaisi (2010) aimed to identify the relationship between internet addiction and social psychological compatibility among the high school students in the city of Riyadh in 2009/2010. The variables were prominence, mood amendment, endurance, withdrawal symptoms, conflict, relapse, misuse and dependence. The researcher developed a questionnaire of 79 items centered on 1 field. Reliability and validity tests were performed. The study sample consisted of 380 female and male Second secondary and Third secondary students. The results showed that there are statistical differences ($p < 0.01$) between the means of internet non-addicted students in the dimensions of social psychological compatibility in favor of the non-addicted. The study recommended more governmental control of the web.

Valenzuela,park,kee (2005) sought to recognize the effect of Facebook on students' dimensions and behaviors that help improve social relationship among individuals in 2009. The variables were social trust, political participation, frequency of surfing the net. The researcher developed a 12-item questionnaire that was divided to measure different fields. Validity and reliability tests were conducted. The sample consisted of 603 university students in Texas State. The results showed a positive relationship between students' satisfaction with life and the number of times they use the internet.

Ellison, Sterninfield,lamm (2007) investigated the social advantages of Facebook among university students in 2007. The variables were sex, age, university year. To achieve the purpose of this study, the researcher developed a 28-item questionnaire that was divided into 4 fields. Validity and reliability tests were carried out. The study sample consisted of 286 female and males students in the USA. The findings suggested a relationship between Facebook and maintaining students' social relationships and strengthening them . This study concluded the internet interactions are used to enhance people's relationships and keep them in contact.

Method and procedures

This chapter includes a description of the study population, sample, way of selection, tools, tests of reliability and validity. Besides, it shows the procedures used to apply the tools and the statistical processing of the data.

Methodology

This study is deemed a descriptive one as it describes the use of the Internet and its effect on students' relationships from the perspective of their teachers in the schools of Salfit Governorate. In accordance with the study nature, problems and questions, the analytical descriptive approach was used to answer the questions of this study. This approach depends on investigating the relationship between variables, studying the phenomenon on the ground, and giving a detailed account that gives a quantitative representation, which eventually leads to a numerical description of the size of this phenomenon and its liaison with other phenomena and variables.

2.3 Study population

The population study consisted of the female and male teachers in Salfit Governorate governmental schools in the second term, 2014/2015. In total, the number was 1253,121 male teachers and 134 female ones according to the records of the Department of Planning and Deployment in the Directorate of Education .

Study Sample

The study sample consisted of 255 male and female teachers, 121 males and 134 females. The sample was selected using the purposive sampling way, taking into consideration the study variables. This sample constituted 20% of the study population. Table No.1 shows the distribution of this sample according to the variables.

Table No. (1)
Study Subjects' Traits

| Variable | Level | Number | Percentage |
|------------------------|----------------------|--------|------------|
| Sex | Male | 121 | % 47.4 |
| | Female | 134 | % 52.6 |
| Academic qualification | Diploma | 19 | % 7.4 |
| | BA | 209 | % 81.9 |
| | MA | 27 | % 10.7 |
| Place of living | City | 65 | % 24.5 |
| | Village | 190 | % 75.5 |
| Experience | Less than five years | 49 | % 19.2 |
| | 5-10 years | 95 | % 37.2 |
| | Over 10 years | 111 | % 43.6 |

Study Instrument:

To achieve the purposes of this study, the researcher developed an instrument to measure the effect of the internet on students' social relationships from the perspective of their teachers in the schools of Salfit Governorate. He also reviewed the literature written on this subject, specially Nomar, Mariam study, (2011-2012). Following is a description of the instrument.

After investigating the literature in this area, the researcher developed a questionnaire that consisted of two parts: the first part included basic data about the respondents, represented by (sex, academic qualification, place of living and experience). The second one consisted of 41 items that were divided into three areas: social area, educational area and behavioral- ethical area._____

Instrument Validity:

To achieve validity, the researcher sent the questionnaire to 6 referees who have lavish experience in the field of psychological counseling and educational management. The referees' remarks like cutting some items or adding others, were taken into consideration, and then some modifications were made. Furthermore, the researcher tested the internal consistency of the measure by calculate Pearson Correlation Coefficient of each area and the total degree of the measure. Look at Table No. 2.

Instrument Reliability:

To test the reliability of the measure, the researcher worked out reliability using Alpha Crunbach.

Table No. 2.
Alpha Crunbach Coefficient of the questionnaire items

| No. | Area | Number of items | Alpha Crunbach Coefficient |
|-----|--------------------|-----------------|----------------------------|
| 1 | Social | 15 | 0.72 |
| 2 | Educational | 20 | 0.74 |
| 3 | Behavioral-ethical | 6 | 0.60 |
| 4 | Total | 41 | 0.83 |

Study Variables:**Independent Variables:**

Sex:

Place of living(Village, City)

Academic Qualification(Diploma, BA, MA or higher)

Years of Experience(less than 5 years, 5-10 years, more than 10 years)

Dependent Variables:

The effect of using the Internet on Students' social relationships.

Statistical Processing:

After the respondents returned the questionnaires, the researcher used SPSS to test the hypotheses, arithmetic mean, standard deviations, and percentages to determine each item in the study. To determine the differences among the groups, the researcher used T-Test and One-way ANOVA.

Discussion of Study Results:

To identify the impact of using the Internet on students' social relationships from the angle of their teachers, and to account for the results, the following arithmetic means were adopted. **Fifth Likert Scale (5-4=1)** was calculated and the scope was divided into some categories to determine the length of each by $(4 / 5 = 0.80)$. Thus, the first category was $(1 + 0.80 = 1.80)$, and then (0.80) was added to each category(Abu Dalal, 2012)

1. Arithmetic mean $(1 - 1.80)$, or a percentage (36%) indicate very low degree .
2. Arithmetic mean $(1.81 - 2.60)$, or a percentage(36.1% - 52%) indicate a low degree.
3. Arithmetic mean $(2.61 - 3.40)$, or a percentage (52.1% - 68%) indicate a medium degree.
4. Arithmetic mean $(3.41 - 4.20)$, or a percentage(68.1% - 84%) indicate a high degree.
5. Arithmetic mean $(4.21 - 5)$, or a percentage(over 84%) indicate a very high degree.

First: Results related to the first question of study:

" What is the effect of using the internet on students' social relationships from the perspective of their teachers in Salfit Governorate?

To answer the above mentioned question, the means, and standard deviations of degrees of the effect of using the internet were calculated in all the areas of the study and the total degree like the following:

Table 3
Means, standard deviations, degree and arrangement of all areas according to respondents

| No. in Questionnaire | Area | Arithmetic Mean | Standard Deviation | Degree of Effect |
|----------------------|--------------------|-----------------|--------------------|------------------|
| 1 | Social | 3.88 | 0.44 | High |
| 2 | Educational | 3.80 | 0.41 | High |
| 3 | Behavioral-ethical | 3.77 | 0.55 | High |
| | Total | 3.82 | 0.35 | High |

Table No. (4)**Means, standard deviations, degree and social field arrangement according to respondents**

| Number in questionnaire | Item | mean | Standard deviation | Effect degree |
|-------------------------|--|------|--------------------|---------------|
| 1 | Using the Internet reduces social relationships among students | 4.02 | 1.06 | Very high |
| 2 | Students gain abusive language on the Internet | 3.66 | 0.99 | High |
| 3 | The internet makes students more isolated | 4.15 | 0.89 | High |
| 4 | The internet gives students a chance to interact with mates | 3.78 | 0.86 | High |
| 5 | The internet contributes to weak family relationships | 4.07 | 0.98 | High |
| 6 | Using the internet for lengthy periods leads to illegitimate relationships | 4.11 | 0.91 | High |
| 7 | Students gain bad habits like cheating and deception | 3.75 | 1.00 | High |
| 8 | Excessive watching of films develops violence among students | 3.97 | 0.97 | High |
| 9 | The internet enhances students' social heritage | 3.39 | 1.05 | medium |
| 10 | Students see actors and singers as their models | 4.04 | 0.93 | High |
| 11 | Using the internet increases problems and their social surrounding | 3.88 | 0.93 | High |
| 12 | The internet makes students introverts | 3.49 | 1.18 | High |
| 13 | Too much wrong information on the internet leads to lack of real societal communication among students | 3.95 | 0.87 | High |
| 14 | Students prefer to interact with the virtual world and give up the real one | 4.24 | 2.72 | Very high |
| 15 | Participating in forums boosts students' social interaction | 3.75 | 0.94 | high |

Table No.(5)**Means, standard deviations, degree and educational field arrangement according to respondents**

| Number in questionnaire | Item | mean | Standard deviation | Effect degree |
|-------------------------|---|------|--------------------|---------------|
| 16 | Using the internet develops wrong concepts among students | 3.62 | 1.11 | High |
| 17 | Using the internet reduces students' innovative production | 3.53 | 1.07 | High |
| 18 | Using the internet for lengthy periods enhances students' abilities | 3.31 | 1.17 | Medium |

| | | | | |
|----|---|------|------|-----------|
| 19 | The internet limits thinking and creativity | 3.55 | 1.20 | High |
| 20 | The internet teachers students new languages | 3.76 | 0.94 | High |
| 21 | The internet enables students to search for information in cooperation with mates and teacher | 4.18 | 0.79 | High |
| 22 | Using the internet leads to poor academic achievement | 3.78 | 0.95 | High |
| 23 | Using the internet lessens students' interaction in classroom | 3.68 | 1.00 | High |
| 24 | The internet brings students and teachers closer | 3.71 | 0.96 | High |
| 25 | The internet boosts the process of teaching and learning | 4.13 | 0.94 | High |
| 26 | The internet beefs up students cultural and creative abilities like writing | 3.63 | 1.04 | High |
| 27 | I think students consider the internet as a substitute for traditional library | 3.70 | 1.12 | High |
| 28 | Chatting sites help create collaborative learning among students | 3.45 | 1.1 | High |
| 29 | The internet supplements the process of teaching and learning | 4.00 | 0.92 | High |
| 30 | The internet gives students a chance to make use of electronic library and database | 3.98 | 0.81 | High |
| 31 | Using the internet correctly enhances students' academic achievement | 4.06 | 0.93 | High |
| 32 | Social networks increase students knowledge | 3.84 | 0.98 | High |
| 33 | Using the internet makes students less concentrated | 3.75 | 1.01 | High |
| 34 | Using the internet makes students neglect their homework | 4.00 | 1.05 | High |
| 35 | The internet saves students time and effort to find information | 4.28 | 0.77 | Very high |

Table No. (6)
Means, standard deviations, degree and behavioral-ethical arrangement according to respondents

| Number in questionnaire | Item | mean | Standard deviation | Effect degree |
|-------------------------|--|------|--------------------|---------------|
| 36 | The web makes students more irresponsible and indifferent | 3.85 | 1.07 | |
| 37 | Visiting obscene sites makes students insult Divine entity | 3.76 | 1.04 | |

| | | | | |
|----|---|------|------|--|
| 38 | Using the internet makes students acquire new traditions and habits that contradict their culture | 4.09 | 0.79 | |
| 39 | Visiting religion sites makes students gain new habits like tolerance and cooperation | 4.04 | 0.82 | |
| 40 | Using the internet causes students to tell lies | 3.47 | 1.00 | |
| 41 | Using the internet makes students modify some abnormal behaviours | 3.42 | 1.08 | |

Results related to study hypotheses

First hypothesis results:

There are no statistically significant differences, that can be attributed to sex, at ($\alpha \geq 0.05$) between the means of using the internet impact on students' relationships from the perspective of teachers in the schools of Salfit Governorate. To test the hypothesis, the (t-test) was used to investigate the significance of differences as shown in table No. (7) .

Table No. (7)

(t-test) results of the differences' significance, attributed to sex, of the internet influence on students' social relationships from teachers' perspective in Salfit Governorate schools

| sex | number | mean | Standard deviation | Degrees of freedom | T-value | significance level |
|--------|--------|------|--------------------|--------------------|---------|--------------------|
| male | 121 | 3.79 | 0.38 | 235 | 1.28 | 0.2 |
| female | 134 | 3.84 | 0.31 | | | |

Table No. (7) results show the T-test value of means of the internet's effect on students' social relationships from teachers' perspective, that can be attributed to sex, was (1.28) and the value of P was (0.2). This means that there was no statistical significance. The researcher attributes this to the fact that males have more liberty than females as they can surf the internet when they frequent coffee shops and clubs. Also, strict family censorship on males is almost absent specially when they frequent such places to spend time with fiends. As for females, family usually exercises censorship on them when they use the internet. Furthermore, females

often have a lot of household chores. As a result, females usually use the internet for education and research.

This result reflects the studies of (2012,Jain,madhur,gupta,palk),(Alsabati et al, 2010) and(Almajali, 2007), but it contradicts (Alshahri, 2013),(Alajluni,2014) and (Sari,2008)

Second Hypothesis results:

There are no statistically significant differences of means, attributed to academic qualification, at ($\alpha \geq 0.05$). To test this hypothesis, (One – Way ANOVA) was employed. Look at tables (8) and (9).

Table No.(8)
Means of using the internet's effect on students' relationships from teachers' perspective attributed to academic qualification.

| Academic qualification | Number | mean |
|------------------------|--------|------|
| Diploma | 19 | 3.86 |
| BA | 209 | 3.82 |
| MA | 27 | 3.77 |

Table No.(9)
(One – Way ANOVA) results of differences in means that can be attributed to academic qualification

| Source of variance | Sum of squares | Degrees of freedom | Mean of squares | Calculated F | significance level |
|--------------------|----------------|--------------------|-----------------|--------------|--------------------|
| Between groups | 0. 85 | 2 | 0. 043 | 0.35 | 0. 7 |
| Within groups | 30. 650 | 252 | 0. 122 | | |
| Total | 30. 735 | 44 | | | |

The researcher attributes the results that occur in table 9 to the fact that teachers, irrespective of qualification, agree that the internet influences students tremendously as they highly depend on it for purposes of communication and knowledge. Teachers say that the effect of the internet is reflected in students' behaviors in classroom and relationships with mates. This finding reflects studies of (Abu Arqub, Alkhadam, 2012) (Alqarni, 2011), but it contradicts (Alumaisi, 2010) and (Alsabati, et al, 2010) .

Third hypothesis results:

There are no statistically significant differences, attributed to place of living, at ($\alpha \geq 0.05$). T Test was used to test this hypothesis and significance level. Look at Table (10) below.

Table No. (10)
T-Test results that are attributed to place of residence

| Place of residence | Number | Means | Standard deviation | Degrees of freedom | T value | Significance level |
|--------------------|--------|-------|--------------------|--------------------|---------|--------------------|
| City | 65 | 3. 84 | 0. 35 | 43253 | 0. 61 | 0. 54 |
| village | 190 | 3. 81 | 0. 34 | | | |

The results in this table are not statistically significant. The researcher attributes the results to the fact that the internet has become very accessible to all households as it is becoming more

affordable. However, the researcher contradicts this result as the internet is more accessible in the city than in village as there are more internet centers, coffee shops and clubs in the former than in the latter. Also, city residents look more positively at the internet than village residents. The result, here, reflects (Abu Arqub, Alkhdam, 2012), but it contradicts (Sari, 2008), (2009, valenzula, park, kee), (Ellison, sterninfield, lam, 2007) and (Altarawneh, Alfaneh, 2012)

Results of hypothesis four:

There are no statistically significant differences, attributed to length of experience, at ($\alpha \geq 0.05$). (One – Way ANOVA) was employed to test this hypothesis and significance level. look at tables (11) and (12) below.

Table No. (11)

Means of the internet effect on students' social relationships from teachers' perspective, attributed to years of experience

| Experience length | Number | means |
|-------------------|--------|-------|
| Less than 5 years | 49 | 3.80 |
| 5-10 years | 95 | 3.85 |
| Over 10 years | 111 | 3.79 |

Table No.(12)

(One – Way ANOVA) results

| Source of variance | Sum of squares | Degrees of freedom | Means of squares | Calculated F | Significance level |
|--------------------|----------------|--------------------|------------------|--------------|--------------------|
| Between groups | 1. 64 | 2 | 0. 082 | 0.67 | 0. 51 |
| Within groups | 30. 571 | 252 | 0. 121 | | |
| total | 30. 735 | 44 | | | |

The researcher accounts for these results as teachers with long experience are more capable of observing how the internet affects their students. The reason is that these teachers are aware how things, such as behaviors, academic achievement, were before the widespread of the internet and how they are these days. This gives such teachers the upper hand to diagnose students' internet-related problems and find the appropriate solutions for them. This result contradicts (Alshahri, 2013) and (Sari, 2008), but it reflects (Altarawneh, Alfaneh 2013) and (Almajali, 2007)

Recommendations:

The researcher proposed the following recommendations:

- 1 . School plays a significant role in providing guidance to youth, specially males, to help them not to completely depend on the internet and to spend their free time doing purposeful activities.
2. There is a need on the part of families to pay more attention their children when they are online, which can result in some benefits.
3. Children should be religiously instructed because this could urge them to use the internet appropriately by avoiding porn sites.

4. There is a need to create youth groups on Facebook to enforce values of our culture among the youth.
5. The youth should be involved in activities so that they don't disintegrate themselves from society.
6. Parents should avoid incorrect methods which might increase feelings of concern and disintegration among the youth. In this way, children can sense security in their families.

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