



Motives for Using Social Networking Sites Among Students of Private Jordanian Universities

Dr. Othman Naser Mansour*^{ID}

(Type: Full Article) . Received: 23 April 2025, Accepted: 06 May 2026

Accepted Manuscript, First Online

Abstract: Objectives: The study aimed to investigate the motives of Jordanian private university students in the capital, Amman, to use social networking sites. **Methods:** The study adopted the descriptive survey approach. To achieve the study objectives, a questionnaire was developed, validated, and distributed to a sample of 441 male and female students who participated in the research. **Key Findings:** showed that students' motives for using social networking sites were highly rated on the overall questionnaire and all its sections. The most prominent cognitive motives of students were represented in obtaining information that would help them in their studies, and viewing local and international news; while the most prominent personal and social motives of students were represented in communicating with family, relatives and friends, and entertainment and recreation. Furthermore, it was noted that there were no statistically significant differences in students' motives for using social networking sites in relation to the variables of gender, academic level, cumulative average, and college. **Conclusions:** The findings of the current study indicate that students' motivations for using social networking sites vary between cognitive and personal social motivations. This highlights the important role these platforms play in helping students communicate with the outside world and demonstrates their potential to foster students' abilities, skills, and personality development. **Recommendations:** All in all, the study recommended encouraging private university students to benefit from social networking sites in investing their free time in the best possible way, training them to confront the problems they face, finding appropriate solutions for them, and helping them develop future plans.

Keywords: Motivations, Private Universities, Social Networking Sites.

دوافع استخدام مواقع التواصل الاجتماعي لدى طلبة الجامعات الأردنية الخاصة

د. عثمان ناصر منصور**

تاريخ التسليم: 23 نيسان 2025، تاريخ القبول: 06 ايار 2026

ملخص: الهدف: هدفت الدراسة إلى استقصاء دوافع طلبة الجامعات الأردنية الخاصة في محافظة العاصمة عمان نحو استخدام مواقع التواصل الاجتماعي. **منهجية الدراسة:** اتبعت الدراسة منحنى المنهج الوصفي المسحي، ولتحقيق أهداف الدراسة جرى تطوير استبانة، وتم التحقق من صدقها وثباتها بالطرق الإحصائية، وقد طبقت على عينة قوامها (441) طالبا وطالبة. **أهم النتائج:** توصلت نتائج الدراسة إلى أن دوافع الطلبة لاستخدام مواقع التواصل الاجتماعي كانت مرتفعة على الاستبانة ومجالاتها. وتمثلت أبرز دوافع الطلبة المعرفية في الحصول على المعلومات التي تساعد في دراستهم، والاطلاع على الأخبار المحلية والعالمية؛ بينما تمثلت أبرز دوافع الطلبة الشخصية الاجتماعية في التواصل مع الأسرة والأقارب والأصدقاء، والترفيه والترويح عن النفس، كما توصلت الدراسة إلى عدم وجود فروق دالة إحصائية في دوافع الطلبة لاستخدام مواقع التواصل الاجتماعي تعزى إلى متغيرات الجنس، والمستوى الدراسي، والمعدل التراكمي، والكلية. **الاستنتاجات:** يتبين من نتيجة الدراسة الحالية أن دوافع الطلبة لاستخدام مواقع التواصل الاجتماعي تتنوع ما بين المعرفية والاجتماعية الشخصية، وهذا يؤكد أهمية الدور الذي تقوم به هذه المواقع في مساعدة الطلبة في التواصل مع العالم الخارجي، وكيفية استثمارها في تنمية قدراتهم ومهاراتهم وشخصياتهم. **التوصيات:** أوصت الدراسة بتشجيع طلبة الجامعات الخاصة على الاستفادة من مواقع التواصل الاجتماعي في استثمار وقت الفراغ على النحو الأمثل، والتدريب على مواجهة المشكلات التي تواجههم ووضع الحلول المناسبة لها، ومساعدتهم في وضع الخطط المستقبلية. **الكلمات المفتاحية:** الدافعية، الجامعات الخاصة، وسائل التواصل الاجتماعي.

Department of Administration and Curriculum - Faculty of

Arts and Educational Science

Middle East University- Amman- Jordan

*Corresponding author: Othman naser mansour

omansour@meu.edu.jo

<https://orcid.org/0000-0003-4469-932X>

قسم الإدارة والمناهج - كلية الآداب والعلوم التربوية

جامعة الشرق الأوسط- عمان- الأردن

* الباحث المراسل: د. عثمان ناصر منصور

<https://orcid.org/0000-0003-4469-932X>

omansour@meu.edu.jo

* هذا البحث غير مستل من رسالة ماجستير أو أطروحة دكتوراة

INTRODUCTION

Modern technological developments have instigated a qualitative shift in the world of communication. The global proliferation of the Internet has facilitated connecting the far-flung parts of the world with its vast space, paving the way for rapprochement between societies to exchange ideas and opinions on various issues. The media available via the Internet has benefited individuals from all sectors and thus it has become the fastest means of achieving communication between individuals and groups. Moreover, the technical developments that appeared from websites, blogs, and social media, have also created and spurred a kind of communication between the owners of these media and their users on one hand, and between the users themselves on the other (Awad, 2015).

Social communication has become one of the distinctive features of this era, with the profound effects its means have had on all areas of society. These networking sites have transcended the mode of communication among individuals, the transmission of news, the sharing of images, video clips, files, and reports, and overall the exchange of information. Consequently, the world has turned into a small village through which all individuals can communicate thanks to the widespread dissemination of diverse and multiple means of communication, which have become the main concern of a large segment of society, the majority of whom are young people (Al-Hajj Talib, 2018).

As a result, the widespread use of social networking sites has imposed numerous changes on human societies in all areas of life, which has affected individual behaviors, especially university students, whether negatively or positively. These networking channels have enabled the youth to enter the world of imagination, access the virtual world and unleash the latent powers in their minds, leading to an

increase in the effectiveness of these sites and their prevalence among them. As a result, it can be seen that now almost every university student has one or more accounts on social networking sites (Mohamed, 2011). Tawalbeh (2017) confirmed that social networking sites have attracted a large number of members of society from different age groups, and university students were the group that used these sites the most.

In the same context, the research work of Al-Anizi & Al-Majadi (2013) indicated the interest of female university students in social networking sites, as they are a source of culture for them. They facilitate communication with professors and give them the opportunity to express themselves and display their experiences and artistic abilities in front of others. Social networking sites also enabled female students to keep pace with technical developments and use their applications to enhance their academic achievement. They have the technical skills necessary to use these sites, which they acquired from self-learning.

In a report prepared by the Mohammed Bin Rashid School of Government (2017), it was found that the youth category is the most frequent user of social networking sites, specifically university students. They are the category that uses these sites the most and are most affected by what they display on their platforms. In order to achieve the desired benefit from university students' interest in using these sites, it was necessary to understand how they use them and monitor their behaviors during this use, which will only be achieved by understanding their motives for using social networking sites.

The phenomenon of using social networking sites and the subject of the motives that satisfy it have not received sufficient attention, especially among university students at all levels, who made

up the highest percentage of Internet users among members of society. Hence, the current study is intended to shed light on the cognitive and personal social motives for the use of social networking sites by Jordanian private university students. The aim is to direct their motives in the right direction, enhance them, and seek to direct students' use of social networking sites to the best use, to achieve the desired benefits for them, and interact with others to achieve the ultimate goal of society.

Problem Statement

Official reports have shown that the number of social media users in Jordan reached approximately 7 million at the beginning of 2025, and that internet penetration reached 93% of the population. Platforms such as YouTube, Facebook, and Instagram are the most common and widely used among different segments of Jordanian society. The number of users of these platforms also increased by 5.4% compared to 2024. The reports indicated that excessive use of the internet and social networking sites may lead to problems such as distraction, low self-esteem among students, and increased levels of addiction due to its direct impact on mental health. This, in turn, poses significant challenges for governments and highlights their responsibility to enhance cybersecurity (Information and Communication Technology Association of Jordan – intaj, 2025).

Abdel-Ati (2021) also believed that social networking sites have contributed greatly to changing the way university students think, and have played a fundamental role in reshaping their behaviors, especially with the accelerating pace of life, in a world where technology has imposed itself on the social and academic lives of students, and has become part of the educational process inside and outside universities. Whereas Darwaza (2022) argues that social networking sites have a negative impact on students' social and health-related performance.

Opinions differ on the motives for using social networking sites. For instance, while Alkhawaja & Albalushi (2020) indicated that the use of social networking sites contributes to shaping students' attitudes and personalities, the study by Al-Jarallah (2020) specified that the use of social networking sites makes students more open, and they have a great ability to participate and interact socially. In the same context, many studies (Al-Dahrawi, 2021; Al-Nasser, 2019; Meghari, 2019; Abu Hussein & Mansour, 2022) recommended the necessity of educating university students about the safe and optimal use of social networking sites. To stay away from suspicious accounts, there is a need to feel social responsibility, enact laws and legislation that regulate the exchange of information and news when using them.

From the researcher's field experience and observation of students, and his experiences in the field of academic guidance for many years, the growing impact and unlimited demand for the use of social networking sites by university students was observed, and even focusing on them for a long time, at the expense of other aspects such as attention, participation, interaction, and completion of the tasks required of them; so it was very important to conduct a study that attempts to identify the motives for using social networking sites, and work to identify those motives, and clarify their nature that may contribute to improving students' use of them, which motivated the researcher to conduct this study.

Research Questions

Q1: What are the motives of Jordanian private university students to use social networking sites?

Q2: Are there statistically significant differences at the significance level $\alpha = 0.05$? Are the motives of Jordanian private university students to use

social networking sites attributed to the variables: gender, academic level, cumulative average, and college?

Research Objectives

The current study aimed to reveal the motives of Jordanian private university students in the capital Amman Governorate to use social networking sites.

Research Significance

The importance of the theoretical study lies in the importance of the topic it addresses by discussing the motives of Jordanian private university students to use social networking sites as one of the modern means of the Internet, and the role it plays as an effective means of communication between faculty members and students, which supports communication and building relationships between them, in addition to the expected role of social networking sites in the educational process as one of the most important means that ensure permanent communication between the elements of the educational process. The importance of the study also emerges in its focus on university students, as they are important and influential human energy in building and advancing societies.

The importance of the applied study is represented in the benefit of the workers in Jordanian private universities, including professors, students and administrators, by introducing them to the importance of social networking sites in the educational field, and the motives for using them by students, in order to raise the level of quality of education and achieve its goals. It also benefits specialists and those interested in university education by providing the necessary assistance to mitigate the expected effects of using social networking sites, directing them towards effective positive use, and employing social networking sites to increase interaction and

participation by students in the educational process in a way that benefits their academic levels, as well as identifying the social and academic issues that concern university students, in order to contribute to solving these issues and satisfying them through implementing various university activities.

Research Limitations

Human and spatial-temporal boundaries: The study was limited to students of private Jordanian universities in the capital Amman Governorate, namely (Middle East University, Al-Zaytoonah University of Jordan, Al-Isra University, Applied Science University, Amman Private University, Petra University, and Amman Arab University) in the second semester of the academic year 2023/2024.

The generalizability of the results of the current study is determined by the psychometric properties of the study tool, and the accuracy of the responses of the study sample members to the tool that was prepared for this purpose.

Operational Definitions

Social networking sites

It is procedurally defined as interactive social networks that enable university students to communicate with others at any time and from anywhere, through the exchange of images, texts, video clips, files, reports, and other media. It also helps in quickly disseminating news and information, exchanging opinions, and sending messages and chats between university students due to its ease of use.

Motives

It is operationally defined as a set of behaviors or psychological, social and academic reasons that motivate and encourage students of private Jordanian universities, and stimulate and activate their behavior, to use social networking sites

such as Facebook, Twitter, Instagram, Snapchat, YouTube, Yahoo Mail, Hotmail, WhatsApp, and other social networking sites spread on the Internet, which were measured through the tool prepared for this purpose.

Theoretical Framework and Previous Studies

Social networking sites

The widespread use of social networking sites has raised many questions, which are limited to two opinions; the first views them as products of technological development that have shortened distances between individuals, and the second views them as a waste of time and a path to corruption (Hart, 2010). The Web Revolution website confirms that social networking sites have spread widely in recent years, and have become the largest sites on the Internet, and are still expanding and spreading horizontally, and their users are increasing day after day, as they allow their members to communicate, interact, and share content with each other at a higher speed and lower cost (Al-Hajj Talib, 2018).

Social media is defined as electronic platforms that enable individuals to engage in correspondence, tagging, and exchanging and sharing content with others. It is a component of the Web2 application that relies on the input of a group of individuals rather than providing content from a central source. Content is collected from several sources and then mixed and linked together by individuals and content.

One of the advantages of using social networking sites is that they eliminate spatial and geographical barriers between countries of the world, as individuals in all parts of the world can communicate with each other easily and simply. They also provide space for

participation and interaction between viewers and readers, and the individual becomes a recipient and a reader. Students also use them for learning, and scientists to spread their knowledge and teach it to people. Social networking sites are also characterized by ease of use, as they are used Pictures and shapes facilitate interaction between individuals and save them time, effort and money. In addition, they contribute to storing information, which provides students in particular with a knowledge reserve that they can benefit from in their studies. Also, most of these sites are free to register, which allows the general public to have a space on social networking sites, regardless of the economic or material differences between them (Qadri, 2016).

Al-Sarhan et al. (2016) believe that the use of social networking sites has many positives, including opening the way for students to express their personal opinions, motivating them to think critically and creatively, facilitating communication with scholars and opening the door to dialogue with them.

Despite all of this, the use of social networking sites has many negatives, summarized by Collin et al. (2011) in addition to social networking sites and the students' excessive use of them, which affects their concentration, distracts them, and reaches the stage of living in social isolation through communicating with the virtual world more than communicating with the people around them.

Motives

Teck-Hong & Waheed (2011) pointed out that the word motivation goes back to the roots of the Latin word movere, which means to move. Motivation is an internal force based on needs that drives a person to achieve them. According to Robbins (2001), motivation is a process of satisfying needs, which means that when a

person's needs are satisfied through certain factors, this person will exert greater effort.

Qatami (2009) views motives as engines behind the behavior of humans and animals alike. There are direct or indirect causes behind every behavior performed by a living being. The causes are related to the state of the being at the time the behavior occurs, which is known as intrinsic motivation, or they may be related to external environmental stimuli on the other hand, which is known as extrinsic motivation. Therefore, knowing and identifying an individual's motives seems extremely important for understanding his actions and behaviors in different situations. In the same context.

Weiyan (2015) went to a group of motives for using social networking sites, represented by content motives: what they provide to students of different levels of knowledge (education, obtaining information, knowledge, learning, and research), which is what a wide segment of students seek, and social motives, what they provide in terms of communication and contact between friends, and between peoples of different affiliations (chatting, friends, interactions). As for Qablaj (2023), he believed that the motives for using social networking sites are represented in self-expression through personal pages, which is reflected in the user expressing his opinions and perceptions, and publishing his personal experiences or intellectual opinions so that others can see them.

The motives of university students to use social networking sites differ from one person to another, but these motives can be classified under main areas represented by psychological, personal, social, entertainment, cognitive, and academic dimensions, following scientific developments in the fields of specialization, and viewing local and international news at a higher speed and lower cost.

Previous Studies

We review previous studies that dealt with social media and students' motivations for using these networking sites. For instance, the study by Al-Rahamneh and Al-Zabon (2025), which was conducted on a sample of 550 male and female students from some public universities in Jordan with the aim of identifying students' motives for using social networking sites, the results showed that students' motives were at a moderate level. The findings also indicated that there were no statistically significant differences in students' motives attributable to the type of college, while statistically significant differences were found attributable to gender and cumulative GPA.

the study of Yaqoub (2024) examined the most popular social media among students, and what are their motives for using them in Algeria, and the questionnaire was used as a tool for collecting data, and the study sample consisted of 92 male and female students, and the study concluded that the most used social media were Facebook (more than 4 hours per day), YouTube (2-4 hours per day), Instagram (1-2 hours per day), TikTok (more than 4 hours per day), WhatsApp (1-2 hours per day), and Snapchat (1-2 hours per day). The results also showed that the students' motives for using social media were largely represented in communicating with friends, entertainment and passing time, and following up on developments and news.

The study of Qablaj (2023) investigated the motives for using social networking sites by university students in Algeria and their relationship to their university specialization. The study used the descriptive survey method by applying a questionnaire to a sample of 400 male and female students. The results showed that students' motives for using social networking sites differ according to gender

and in favor of females.

Dunaway (2020) investigated the uses and perceptions of social media by students and faculty members as a tool for student engagement in classrooms. A questionnaire was designed as a data collection tool and applied to a sample of 632 individuals. The results of the study showed that the most used social media site for academic exchange among students is YouTube, at a rate of 46%. The study also showed that 29% of students use social networking sites to establish social relationships with their friends and colleagues and that 25% use social networking sites to join a group related to their courses.

Al-Dulaimi & Muhammad. (2020) tried to investigate the motives for using social networking sites (Facebook and Twitter) by Jordanian university students and their satisfaction. The motive of communicating with relatives and family came first with a percentage of 89.17%, followed by the motive of entertainment and spending free time with a percentage of 87.04%, followed by the motive of use for research and study purposes with a percentage of 79.8%, and finally the motive of searching for childhood friends with a percentage of 78.59%.

Oye et al. (2012) conducted a study on the use of social networking sites from the perspective of students and their relationship to their academic achievement in Malaysia. The study used the descriptive approach, and a questionnaire was designed as a tool for collecting data and applied to a sample of 325 students. The results of the study showed that the motives of younger students to use social networking sites were for the purpose of participating in social integration activities and for academic purposes. Most students also felt that the impact of social networking sites was more positive on their academic achievement.

By reviewing previous studies, it becomes clear that the study agreed with most previous studies in investigating students' motivations towards using social networking sites. Such as the studies by Yaqoub (2024). However, the objectives differed with the study of Qablaj (2023), which investigated the relationship between students' motivations and their academic specialization, and the study of Oye et al. (2012), which studied the relationship between motivations and achievement. The study also agreed with previous studies in choosing a representative sample of university students and differed from the study of Dunaway (2020), whose sample was from university faculty members. The study benefited from the results of previous studies and the tool and methodology used in them, which contributed to achieving the objectives of the current study, formulating its problem, and writing the theoretical framework, in addition to its role in designing the questionnaire and constructing its items. The current study differs from previous studies in that it is one of the few studies in Jordan - to the best of the researcher's knowledge - that investigated the motives of private university students towards using social networking sites, as well as applying it to 7 private universities in the capital governorate of Amman, and that it addressed two important dimensions, namely cognitive motives and personal social motives, and was applied in the second semester of 2023/2024.

Methodology

The descriptive survey approach was used, as it is the most appropriate and suitable approach for this type of study.

Study Population and Sample

The study population consisted of all students of Jordanian private universities in Amman, and their number reached 41,859 male and female students, according

to the statistics of the Ministry of Higher Education for the academic year 2023/2024. The sample was selected using the convenience sampling method from the total study population, as the questionnaire was distributed to students electronically through various social networking sites, and 441 valid questionnaires were retrieved

for analysis. By referring to the Krejcie and Morgan (1970) tables to determine the sample size, it was found that the number of retrieved questionnaires represents the study population. The individuals in the study sample were distributed according to their variables, as shown in Table 1.

Table (1): Distribution of the Study Sample According to Variables (Gender, Academic Stage, Cumulative Average, College).

Variable	Levels	Frequency	Percentage %
Sex	Males	194	44
	Females	247	56
	Total	441	100
Academic Stage	Postgraduate Studies	160	36.3
	Bachelor's	281	63.7
	Total	441	100
GPA	Acceptable	33	7.5
	Good	90	20.4
	Very Good	165	37.4
	Privilege	153	34.7
	Total	441	100
College	Scientific	259	58.7
	Humanity	182	41.3
	Total	441	100

Study Tool

The study tool (questionnaire) was developed by referring to theoretical literature and previous studies such as those conducted by Al-Dulaimi & Muhammad (2020) and Juma (2020), and the questionnaire in its initial form consisted of 40 items. The responses of the study sample members to the questionnaire items were distributed according to the five-point Likert scale as follows: {Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)}.

The questionnaire was validated by presenting it in its initial form to a group of faculty members in the faculties of education in Jordanian universities. It was done to garner their feedback and opinion on the wording of the linguistic items, their clarity, and their relevance to the dimension they measure, and enable them to make any modifications they deem appropriate. The

observations made by the arbitrators were taken into account, such as deleting one item from the second dimension and rephrasing some items linguistically. Thus, the questionnaire in its final form became composed of 39 items, distributed over two dimensions: The first dimension (personal and social motives) had 22 items, and the second (cognitive motives) had 17 items. The construct validity of the questionnaire was verified by applying it to a survey sample of 30 male and female students from outside the study sample. Pearson correlation coefficient was calculated between the score of each item and the total score of the questionnaire, where the values of the correlation coefficients between the items and the total score ranged between 0.47-0.79, which are statistically significant values at the significance level $\alpha = 0.05$. This indicates the availability of an acceptable degree of internal consistency validity between the questionnaire items,

and its applicability to the study sample (Pallant, 2020).

The Reliability of the questionnaire was verified by calculating the Reliability coefficient using Cronbach's Alpha for the questionnaire dimensions and for the entire questionnaire. The value of Cronbach's Alpha Reliability coefficient reached 0.89 for the two dimensions of the questionnaire, and the Reliability coefficient for the entire questionnaire reached 0.93. Thus, the questionnaire has an acceptable degree of Reliability, and therefore it can be relied upon to be applied to the study sample (Pallant, 2020).

Statistical Analysis

To answer the first study question,

Table (2): Criterion for Evaluating the Estimates of the Study Sample.

Average Range	Grade
1.00 – 1.80	Very Weak
1.81 – 2.60	Weak
2.61 – 3.40	Medium
3.41 – 4.20	High
4.21 – 5.00	Very High

the arithmetic means and standard deviations were extracted; to answer the second study question, the arithmetic means and standard deviations were extracted. The t-test was also used to determine the significance of the statistical differences in the variables (gender, academic stage, college), and the one-way analysis of variance (ANOVA) was used to determine the significance of the differences in the cumulative average variable.

To determine the level of assessments of the study sample members, a criterion was adopted to evaluate the degree of motivation for students to use social networking sites, as shown in Table 2.

Results and Discussion

Results of the First Research Question

What are the motives of Jordanian private university students to use social

networking sites?

To answer the question, the arithmetic means and standard deviations were extracted for the questionnaire dimensions and for the total questionnaire, as depicted in Table 3.

Table (3): Arithmetic Mean Values, Standard Deviations and Ranks for the Questionnaire Dimensions and for the Overall Questionnaire.

Rank	Number	Dimensions	Arithmetic Mean	Standard Deviation	Grade
2	1	Personal Social Motives	3.90	0.62	High
1	2	Cognitive Motivations	4.20	0.54	High
		Overall Performance	4.03	0.54	High

Table (3) shows that the arithmetic mean of the motivations of Jordanian private university students to use social networking sites was 4.03, with a standard deviation of (0.54), and a high degree of appreciation. The dimension cognitive motivations came first with an arithmetic mean of 4.20, a standard deviation of 0.54, and a high degree of appreciation. This may be attributed to the specificity of the study sample, which consisted of university students, and the awareness of this group of the benefits of using social networking sites, and the benefits from attending lectures remotely, as well as attending the recorded lecture at the appropriate time and place, and allowing them to access and subscribe to multiple sources of databases, and follow up on everything new in their field of specialization, It was consistent with the study by Khalifa and Al-Subaie(2022), which indicated that the most prominent motives were acquiring information and knowledge from various sources. The dimension personal and social motives came second with an arithmetic mean of 3.90, a standard deviation of 0.62, and a high degree of appreciation. The researcher attributes this to the students' desire to develop their skills and abilities and build social relationships with their

student community, to benefit them in their future lives, This is also confirmed by **Yaqoub** (2024), who indicated that students' motives for using social media included communicating with friends, entertainment and amusement, and spending leisure time. These results are consistent with the study of Oye et al. (2012), where the use of social networking sites was for academic purposes, and they are also consistent with the study of Juma (2020), which showed that students' motives for using social networking sites were social-psychological motives. However, this differs from the findings of the study by Al-Rahamneh and Al-Zabon (2025), which showed that students' motives for using social networking sites were at a moderate level.

Regarding the dimensions of the questionnaire, they were addressed as follows:

First Dimension: Personal and Social Motives

The arithmetic means, standard deviations, and degrees were calculated for the items of the first dimension: personal and social motives, and the results are presented in Table

Table (4): Values of the Arithmetic Means, Standard Deviations, Rank and Degree for the Items of the First Dimension.

Rank	Items	Arithmetic Mean	Std. Dev.	Grade
1	Communicating with family, relatives and friends	4.30	0.78	Very high
2	For entertainment and recreation.	4.28	0.81	Very high
3	Share videos and photos with acquaintances and friends	4.20	0.82	High
4	Developing my social relationships with others.	4.12	0.77	High

5	Teach me the culture of accepting opinions and other opinions.	4.08	0.81	High
6	Build more friendships and get to know others.	4.04	0.91	High
7	Expressing my thoughts and opinions to others.	3.95	0.87	High
8	Online shopping.	3.93	0.93	High
9	Deepen my positive and negative attitudes towards societal issues.	3.92	0.90	High
10	It increases my self-confidence.	3.92	0.93	High
11	It presents diverse and reliable opinions and viewpoints.	3.91	0.88	High
12	Express personal opinions freely and without restrictions.	3.90	0.92	High
13	Contribute to achieving my ambitions and goals.	3.90	0.94	High
14	Reduces social pressures and life burdens.	3.88	0.94	High
15	Follow up on cultural competitions and sports activities.	3.87	0.90	High
16	It enables me to know my rights and duties in society.	3.81	0.96	High
17	Participation in political opinions and orientations.	3.77	0.98	High
18	Playing video games.	3.75	1.04	High
19	Help me make a future plan.	3.61	1.01	High
20	It helps me invest my free time in practicing my hobbies.	3.59	1.10	High
21	It helps me organize and prioritize my values.	3.58	1.09	High
22	Imitating others and catching up.	3.49	1.05	High
Total Dimension		3.90	0.62	High

Table 4 shows that the arithmetic average values for this dimension ranged between 3.49-4.30 with standard deviations

between 0.77-1.10, and with ratings ranging from high to very high, and the dimension as a whole obtained an

arithmetic average of 3.90, a standard deviation of 0.62, and a high degree of appreciation. The item stating Communicating with family, relatives and friends acquired an arithmetic mean of 4.30, a standard deviation of 0.78 and a very high degree of appreciation. This may be due to the spread of social networking sites among different segments of society, and the ease of using them and communicating with others through them, by exchanging information, pictures, videos and other files. The reason may also be due to the fact that social networking sites contain applications and programs for individual and group games, which attract all segments of society, including university students, to enter them, have fun and entertain themselves in their free time. The item that states Imitating others and catching up came in last place with an

arithmetic mean of 3.49 and a standard deviation of 1.05, with a high degree of appreciation. The results of the study are consistent with the studies of Dunaway (2020), Oreqat(2021), Khalifa and Al-Subaie (2022), and Yaqoub (2024), all of which confirmed that students' motives for using social networking sites were for the purpose of communicating with friends, and family and relatives, then for entertainment and recreation and spending free time.

Second Dimension: Cognitive Motives

The arithmetic averages, standard deviations, and grade values were calculated for the items of the second dimension: cognitive motives, as given in Table 5.

Table (5): Values of the Arithmetic Means, Standard Deviations, Rank and Degree for the Items of the Second Dimension.

Rank	Items	Arithmetic Mean	Std. Dev.	Grade
1	It helps me get the information I need for my studies.	4.37	0.77	Very high
2	View local and international news.	4.31	0.75	Very high
3	Exchange scientific experiences and knowledge with friends.	4.30	0.69	Very high
4	Getting to know other peoples' cultures.	4.29	0.71	Very high
5	It helps me monitor and follow up on developments in my field of specialization.	4.28	0.79	Very high
6	Watch educational videos and images related to my specialty.	4.27	0.77	Very high
7	It helps me gain new skills and experiences.	4.24	0.74	Very high
8	I follow the advertisements of my university and other universities.	4.24	0.80	Very high
9	Monitors and follows up on events and incidents related to society.	4.23	0.74	Very high

10	Get expert opinions in my field.	4.22	0.79	Very high
11	Develop my knowledge of community issues and needs.	4.20	0.71	High
12	It enables me to obtain books and scientific references easily and conveniently.	4.17	0.82	High
13	Help me write reports and conduct research.	4.11	0.91	High
14	Membership in scientific forums and groups.	4.08	0.84	High
15	I follow the announcements of training courses, study meetings, seminars and scientific conferences.	4.07	0.84	High
16	I communicate with my professors and discuss lecture topics with them.	4.07	0.94	High
17	It enables me to face problems and find appropriate solutions for them.	3.97	0.85	High
Total Dimension		4.20	0.54	High

It is noted from Table 5 that the values of the arithmetic averages for this dimension ranged between 3.97-4.37 with standard deviations between 0.69-0.94, and with ratings ranging from high to very high. The dimension as a whole obtained an arithmetic average of 4.20, a standard deviation of 0.54, and a high degree of appreciation. The item that states It helps me get the information I need in my studies came in first place with an arithmetic mean of 4.37, a standard deviation of 0.77, and a very high degree of appreciation. This is due to the fact that universities have started using e-learning after the Corona pandemic, and one of its means is represented by various social networking sites, as these sites have become a communication tool between university professors and their students, and between the students themselves, through which they communicate in dialogues, forums and chat rooms, in order to carry out the tasks and solve the duties assigned to them, and

prepare reports and research and submit them at specific times, in addition to following up on lectures at the appropriate time and place for the university student, which made these sites popular and commonly used among university students in order to obtain the information they need as quickly as possible. The researcher believes that private universities are keen to provide electronic supplies and services to their students to facilitate the effort of searching, and the ability to obtain information easily and conveniently. In last place came the item that states It enables me to face problems and find appropriate solutions for them with an arithmetic mean of 3.97, a standard deviation of 0.85 and a high rating. This result agreed with the study of Al-Jarallah (2020), Oreqat(2021), and Khalifa and Al-Subaie (2022). Following and reading the news ranked second in students' motivations for using social networking sites. The result differed from the study of Khalifa and Al-Subaie (2022), which showed that the motivation

to acquire information and search for knowledge from various sources came in fourth place.

Results of the Second Research Question

Are there statistically significant differences at the significance level $\alpha = 0.05$? Are the motives of Jordanian private university students to use social networking sites attributed to the variables: gender, academic level,

cumulative average, and college?

First: Gender Variable

To answer the study question in light of the gender variable, the arithmetic means and standard deviations of the questionnaire and its dimensions were extracted, and to show the differences between the means, the t-test was used Table 6.

Table (6): Arithmetic Means, Standard Deviations and T-test to Determine the Significance of Differences in the Motivations of Jordanian Private University Students to Use Social Networking Sites According to the Gender Variable.

Dimensions	Gender	Arithmetic Mean	Std. Dev.	Calculated value	t-Statistical Sig. Level
Personal Social Motives	Male	3.91	0.63	0.19	0.85
	Female	3.89	0.60		
Cognitive Motivations	Male	4.22	0.55	0.49	0.62
	Female	4.19	0.54		
Total Tool	Male	4.04	0.55	0.34	0.73
	Female	4.02	0.53		

Table 6 shows that there are no statistically significant differences at the significance level $\alpha = 0.05$ in the motives for using social networking sites on the questionnaire dimensions and the total questionnaire, attributed to the gender variable, as all values of t were not statistically significant, meaning that the motives of Jordanian private university students towards using social networking sites do not differ according to gender. This may be due to the fact that dealing with these sites has become a reality in light of the technological revolution that the world is experiencing, which has made access to

them and integration into them a basic requirement for university students regardless of their age or gender, as they now share common tendencies and desires among themselves. This may also be attributed to the fact that the university environment for male and female students of private universities is almost the same, as it provides them with all the facilities And possibilities, and also provides them with free social networking sites, and electronic services to benefit from in their university studies. This result is consistent with the studies of Al-Dulaimi & Muhammad. (2020), Alkhawaja and Albalushi (2020),

and Juma (2020) which showed that there were no gender differences in their motivations for using social networking sites. While the study by Qablaj (2023) indicated that females' motivations for using social networking sites were better. Finally, the study by Al-Hajj Talib (2018) indicated that there were differences in students' motivations towards social networking sites in favor of males.

Second: Educational Level Variable

To answer the study question in light of the variable of educational level, the values of the arithmetic averages and standard deviations of the questionnaire and its dimensions were extracted, and to show the differences between the arithmetic averages, the t-test was used, as given in Table 7.

Table (7): Arithmetic Means, Standard Deviations and T-Test to Determine the Significance of Differences in the Motivations of Jordanian Private University Students to Use Social Networking Sites According to the Variable of Academic Level.

Dimensions	Academic Level	Arithmetic Mean	Std. Dev.	Calculated t-value	Statistical Sig. Level
Personal Social Motives	Postgraduate	3.83	0.60	1.69	0.09
	Bachelor's	3.94	0.62		
Cognitive Motivations	Postgraduate	4.18	0.50	0.59	0.56
	Bachelor's	4.21	0.57		
Total Tool	Postgraduate	3.99	0.53	1.34	0.18
	Bachelor's	4.06	0.55		

Table 7 shows that there are no statistically significant differences at ($\alpha = 0.05$) in the motives for using social networking sites on the questionnaire dimensions and the total questionnaire, attributed to the variable of academic level, as all t-values were not statistically significant, meaning that the motives of Jordanian private university students towards using social networking sites do not differ according to the academic level. The researcher believes, by virtue of his work, that private universities are keen to provide all services to all students from their first year, and that the electronic services they provide through social networking sites are available to all students at the same level, which reflects

that their motives towards social networking sites are similar. This may be due to the fact that university students, regardless of their academic levels, have goals that they seek to achieve and needs that they seek to satisfy, and this is what they all find on social networking sites regardless of their academic level. This result is consistent with the study of Juma (2020) and the study of Al-Hajj Talib (2018), which showed that there are no differences in students' motives for using social networking sites due to their academic level.

Third: Cumulative GPA Variable

To answer the study question in

light of the cumulative average variable, the arithmetic means and standard deviations of the questionnaire and its dimensions were

extracted, and the findings are depicted in Table 8.

Table (8): Arithmetic Means and Standard Deviations of the Questionnaire Dimensions for the Study Sample Responses According to the Cumulative Average Variable.

Questionnaire Dimensions	GPA Categories	Frequency	Arithmetic Mean	Std. Dev.
Personal Social Motives	Acceptable	33	3.92	0.66
	Good	90	3.89	0.55
	Very Good	165	3.90	0.64
	Privilege	153	3.90	0.62
	Total	441	3.90	0.62
Cognitive Motivations	Acceptable	33	4.18	0.59
	Good	90	4.15	0.49
	Very Good	165	4.17	0.54
	Privilege	153	4.27	0.56
	Total	441	4.20	0.54
Total Tool	Acceptable	33	4.04	0.57
	Good	90	4.00	0.46
	Very Good	165	4.02	0.56
	Privilege	153	4.06	0.56
	Total	441	4.03	0.54

Table 8 shows the presence of apparent differences between the arithmetic averages in students' motivations for using social networking sites according to the cumulative average variable on all

dimensions and in the overall tool. To reveal the differences, whether they are statistically significant at the level $\alpha=0.05$, the one-way analysis of variance (ANOVA) test was used Table 9.

Table (9): One-Way Analysis of Variance (ANOVA) to Determine the Significance of the Differences Between the Arithmetic Means According to the Cumulative Average Variable.

Questionnaire Source	Sum	Degrees	Mean Sum	F Value	Sig.
16					

e Dimensions	of Variance	of Squares	of Freedom	of Squares		Level
Personal Social Motives	Between Groups	0.026	3	0.009	0.022	0.995
	Within Groups	166.559	437	0.381		
	Total	166.584	440			
Cognitive Motivations	Between Groups	1.172	3	0.391	1.326	0.265
	Within Groups	128.757	437	0.295		
	Total	129.929	440			
Total Tool	Between Groups	0.221	3	0.074	0.251	0.861
	Within Groups	128.37	437	0.294		
	Total	128.591	440			

Table 9 shows that there are no statistically significant differences at the significance level $\alpha = 0.05$ in the motivations for using social networking sites among students of private Jordanian universities on the dimensions of the questionnaire and the total questionnaire, attributed to the variable of cumulative average, as all values of F were not statistically significant. The researcher attributes this to the fact that private universities provide their students with a safe academic environment, and give them the same opportunities to develop their levels, and scientific experiences and increase their academic achievement, and perhaps this explains that the motivations of

all students did not differ according to their cumulative averages. The results of this study are consistent with the study of Juma (2020), which showed that there were no differences in students' motivations for using social networking sites due to their cumulative grade points.

Fourth: College Variable

To answer the study question in light of the college variable, the arithmetic means and standard deviations of the questionnaire and its dimensions were extracted, and to show the differences between the arithmetic means, the t-test was used, as presented in Table 10.

Table (10): Arithmetic Means, Standard Deviations and T-Test to Determine the Significance of Differences in the Motives of Jordanian Private University Students to Use Social Networking Sites According to the College Variable.

Dimensions	College	Arithmetic Mean	Std. Dev.	Calculated t-value	Statistical Sig. Level
Personal Social Motives	Scientific	3.93	0.64	1.42	0.16
	Humanity	3.85	0.58		

Cognitive Motivations	Scientific	4.24	0.55	1.90	0.06
	Humanity	4.14	0.53		
Total Tool	Scientific	4.07	0.56	1.75	0.08
	Humanity	3.98	0.51		

It is noted from Table 10 that there are no statistically significant differences at $\alpha = 0.05$ in the motives for using social networking sites on the questionnaire dimensions and the overall questionnaire, attributed to the college variable, as all values of t were not statistically significant, meaning that the motives of Jordanian private university students towards using social networking sites do not differ according to the student's college. This may be due to the provision of specialized databases that suit all specializations in colleges, and the provision of scientific references for all students in their colleges, in addition to the university providing all electronic programs that students need

regardless of the nature of their specializations. The researcher believes that technical skills and technical curiosity have become an important requirement for all university students in order to accomplish their work and carry out the tasks required of them with the least effort, cost and time. This result is consistent with the study of Juma (2020) and the study of Al-Hajj Talib (2018) which showed that there are no differences in students' motivations for using social networking sites due to the college to which they belong. However, it differs from the result of the study of Qablaj (2023) which showed that students' motivations towards using social networking sites differ according to the college, and in favor of medical specialties.

Recommendations

Encouraging university students to benefit from social networking sites to invest their free time in the best possible way, train them to confront the problems they face and find appropriate solutions for them, and help them develop future plans.

Educating and guiding university students about the educational services and capabilities available through social networking sites, and harnessing and benefiting from them in the academic field in particular.

Conducting studies similar to this study, on other categories and different segments of university and school students, according to other variables such as self-concept, mental health, choice of university

major, and its relationship to academic achievement.

Conclusion

After conducting this field study on students of Jordanian private universities in the capital Amman Governorate, it was found that students' motivations towards using social networking sites are high, with greater cognitive and personal social motivations. Their most prominent cognitive motivations were represented in using social networking sites to obtain information, exchange scientific experiences and knowledge with friends, and follow and read the news. On the other hand, personal motivations emerged in communicating with family and friends, entertaining themselves, and exchanging

various media with acquaintances. The findings further revealed that students resort to social networking sites to find solutions to their problems, and they imitate others and try to catch up in this electronic space, but to a lower degree of appreciation. Students' motivations in private universities towards using social networking sites were not affected by students' cumulative grade points, their academic level, the type of college they belong to, or the students' gender.

Disclosure Statement

Ethical Approval and Consent to Participate:

The participants were informed about the objectives of the study, and their data were kept confidential. The researcher adhered to the university's research ethics policy during the implementation of the study.

المراجع العربية

أبو حسين، آلاء و منصور، عثمان (2022). دور مواقع التواصل الاجتماعي في تنمية قيم المواطنة الرقمية لدى طلبة الجامعات الأردنية الخاصة. *المجلة الدولية للدراسات التربوية والنفسية*، 12(6)، 1239-1225.

أبو خطوة، عبدالمولى و الباز، أحمد (2014). شبكات التواصل الاجتماعي وأثارها على الأمن الفكري لدى طلبة التعليم الجامعي بمملكة البحرين. *المجلة العربية لضمان جودة التعليم الجامعي*، 7(15)، 215-184.

أبو صغيليك، ضيف الله (2013). أثر شبكات التواصل الاجتماعي الإلكترونية عن اتجاهات طلبة الجامعات في الأردن. *مؤتة للبحوث والدراسات- سلسلة العلوم الإنسانية والاجتماعية*، 28(7)، 323 – 359.

الجارالله، امل (2020). دوافع استخدام طلبة الجامعة وطلبات المدارس لشبكة التواصل الاجتماعي تويتر وعلاقتها بتحصيلهن الأكاديمي. *مجلة الجامعة الإسلامية للدراسات التربوية والنفسية- جامعة غزة*، 28(1)، 194-214.

Availability of Data and Materials: The data in the current study are available with the researcher can be provided upon request.

Authors' Contributions: The researcher is solely responsible for all stages of the study, from design to writing, analysis, and final review.

Declaration of Competing Interest: I have nothing to declare.

Funding: The research did not receive grant funding agencies.

Acknowledgements: The researcher extends his appreciation and gratitude to all participants who contributed to the completion of this study.

جمعة، أمجد (2020). الدوافع النفسية-الاجتماعية والأكاديمية لاستخدام طلبة الجامعات الفلسطينية لشبكات التواصل الاجتماعي بمحافظة غزة. *مجلة دراسات إنسانية واجتماعية – جامعة وهران*، 9(3)، 47 – 64.

جواد، تبارك (2018). دافع الانجاز الاكاديمي لدى طالبات المرحلة الإعدادية. رسالة ماجستير غير منشورة، جامعة القادسية، العراق.

الحاج طالب، مصطفى (2018). دوافع استخدام طلبة كلية المجتمع/ الضالع لشبكات التواصل الاجتماعي. *المجلة العلمية لكلية التربية- جامعة نمار*، 14(1)، 177 – 209.

الخواجه، عبد الفتاح (2020). دوافع استخدام وسائل التواصل الاجتماعي لدى طلبة مرحلة التعليم ما بعد الأساسي (11-12) بمدارس محافظة البريمي بسلطنة عمان. *مجلة العلوم التربوية والنفسية*، 4(45)، 43-63.

خليفة، حسين و السبيعي، عيسى (2022). استخدامات طلبة الجامعات البحرينية لشبكات التواصل الاجتماعي خلال جائحة كورونا والاشباكات المتحققة منها. *المجلة المصرية لبحوث الإعلام- جامعة القاهرة*، 78(78)، 339-365.

الدليمي، عبدالرزاق و محمد، أحمد (2020). دوافع استخدام طلبة الجامعات الأردنية لموقعي (فيسبوك وتويتر) وأشباعاتهم المتحققة منها، *المجلة العلمية للتكنولوجيا وعلوم الإعاقة*، 2(3)، 21-59.

الدراوي، محمد (2021). إدراك المصريين لتأثيرية الآخرين بالشائعات على مواقع التواصل الاجتماعي بالتطبيق على جائحة كورونا -دراسة ميدانية. *مجلة البحوث الإعلامية- جامعة الأزهر*، 56(4)، 1574-1630.

السرطان، هائل ومشاقبة، عاهد وبني سلامة، محمد ودرادكة، محمد (2016). دور مواقع التواصل الاجتماعي في تشكيل الوعي السياسي دراسة تطبيقية على طلبة جامعة آل البيت 2015-2016. *مجلة المنارة للبحوث والدراسات*، 22(4)، 193-260.

طوبالة، هادي (2017). *المواطنة الرقمية في كتب التربية الوطنية والمدنية - دراسة تحليلية*. *المجلة الأردنية في العلوم التربوية*، 13(3)، 291-308.

عبد العاطي، حمادة (2021). *المواطنة الرقمية في السياق التربوي*. دار الجنان للنشر والتوزيع.

العنيزي، يوسف و المجادي، حياة (2013). واقع استخدام مواقع التواصل الاجتماعي (الفيسبوك، التويتر) لطلبات كلية التربية الأساسية بدولة الكويت نحو مادة الرياضيات. *مجلة كلية التربية- جامعة أسيوط*، 29(2)، 350 – 396.

عوض، رشا (2015). *آثار استخدام مواقع التواصل الاجتماعي على التحصيل الدراسي للابناء في محافظة طولكرم من وجهة نظر ربات البيوت* (مشروع تخرج بكالوريوس). جامعة القدس المفتوحة، فلسطين.

قادري، حليلة (2016). *التواصل الاجتماعي*. الدار المنهجية للنشر والتوزيع.

قبلاج، الطاهر (2023). دوافع استخدام الطلبة لمواقع التواصل الاجتماعي وعلاقتها بتخصصهم الجامعي: دراسة إمبريقية بالجزائر العاصمة. *المجلة الدولية للاتصال الاجتماعي*، 10(1)، 201 – 212.

قطامي، يوسف (2009). *مدخل إلى علم النفس*، ط.2. دار الفكر للنشر والتوزيع.

محمد، عبداللطيف (2011). *التعليم والمواطنة في*

المجتمعات الشبكية. *مجلة الطفولة والتنمية- المجلس العربي للطفولة والتنمية*، 18(1)، 28-294.

منسي، محمود (2003). *التعلم: المفهوم- النماذج- التطبيقات*، ط.1. مكتبة الإنجلو المصرية.

الناصر، منال (2019). تأثير وسائل التواصل الاجتماعي على العلاقات الاجتماعية والاسرية لدى طلبة الجامعات السعودية الالكترونية بمدينة الرياض. *مجلة البحث العلمي في التربية*، 20(241-291).

كلية محمد بن راشد للإدارة الحكومية. 2017. *نظرة على الاعلام العربي، برنامج الحوكمة والابتكار، الامارات العربية المتحدة، تاريخ الاسترجاع: 2024/5/15*

<http://www.mbrsg.ae/getattachment/Arab.social.media-Repor.2015>.

يعقوب، المسوس (2024). *تقييم استخدام وسائل التواصل الاجتماعي عند الطلبة. مجلة الرواق للدراسات الاجتماعية والانسانية*، 10(1)، 378-387.

References

- Abdel-Ati, H. (2021). *Digital Citizenship in the Educational Context*. Dar Al-Janan for Publishing and Distribution.

- Abu Hussein, A. S. A., & Mansour, O. N. (2022). The Role of Social Media Platforms in Developing the Values of Digital Citizenship among Students at Jordanian Private Universities. *International Journal of Educational Psychological Studies (EPS)*, 11(6), 1225–1239. <https://doi.org/10.31559/EPS2022.11.6.4>

- Al-Anizi, Y., & Al-Majadi, H. (2013). The reality of using social networking sites (Facebook, Twitter) by female students of the College of Basic Education in the State of Kuwait towards the subject of mathematics. *Journal of the Faculty of Education - Assiut University*, 29(2), 350–396. <https://search.mandumah.com/Record/474004>

- Al-Dahrawi, M. (2021). Egyptians' perception of the influence of others by rumors on social networking sites, applied to the Corona pandemic - A field study. *Journal of Media Research - Al-Azhar University*, 56(4), 1574–1630. <http://doi.org/10.21608/JSB.2021.154536>
- Al-Dulaimi, A., & Muhammad, A. (2020). Motives for Jordanian university students to use (Facebook and Twitter) and their satisfactions achieved from them. *Scientific Journal of Technology and Disability Sciences*, 2(3), 21–59.
- Al-Hajj Talib, M. (2018). Motives for using social media networks by students of the Community College/Dhalea. *Scientific Journal of the College of Education - Dhamar University*, 14, 177–209. <https://doi.org/10.60037/edu.v1i14.1164>
- Al-Jarallah, A. (2020). Motives for female university and school students to use the social network Twitter and its relationship to their academic achievement. *Journal of the Islamic University for Educational and Psychological Studies - University of Gaza*, 28(1), 194–214. <https://journals.iugaza.edu.ps/index.php/IU GJEPS/article/view/5099/2946>
- Al-Nasser, M. (2019). The impact of social media on social and family relationships among students of Saudi electronic universities in Riyadh. *Journal of Scientific Research in Education*, 20, 241–291. <https://doi.org/10.21608/jsre.2019.33889>
- Al-Sarhan, H., Mishaqbeh, A., Bani Salama, M., & Daradkeh, M. (2016). The Role of Social Media in Shaping Political Awareness: An Applied Study on Al al-Bayt University Students 2015-2016. *Al-Manara Journal for Research and Studies*, 22(4), 193–260. https://www.aabu.edu.jo/AR/collegesandinstitutes/Bayt_Al-Hekmah/Pages/ResearchesDetails.aspx?ItemId=1823
- Alkhawaja, A. M. S., & Albalushi, S. M. A. K. (2020). Motives for using social media among post-basic education students (11-12) in Al-Buraimi Governorate schools in the Sultanate of Oman. *Journal of Educational and Psychological Sciences*, 4(45), 43–63. <https://doi.org/10.26389/AJSRP.F160620>
- Al Rahamneh, B., & Al-Zabon, M.(2025). Reasons for Jordanian University Students' Use of Social Media Networks in Light of Certain Variables. *Al-Manara for Research and Studies, Educational and Psychological Sciences Series*, 4(2), 419 – 447. <https://doi.org/10.59759/educational.v4i2.1034>
- Awad, R. (2015). *The effects of using social networking sites on children's academic achievement in Tulkarm Governorate from the perspective of housewives*. Al-Quds Open University, Palestine.
- Collin, P., Rahilly, K., Richardson, I., & Third, A. (2011). *The benefits of social networking services*. Cooperative Research Centre for Young People, Technology and Wellbeing. <https://researchportal.murdoch.edu.au/esploro/outputs/report/The-benefits-of-social-networking-services/991005541475607891>
- Darwaza, A.(2022). The Negative Effect of Social Media Network on University Students Performance at a Traditional Versus an Open Educational System. *An-Najah University Journal for Research - B (Humanities)*, 36(11), 2359- 2396. <https://doi.org/10.35552/0247-036-011-003>.
- Dunaway, J. L. (2020). *Uses and Perceptions of Social Media as a Student Engagement Tool for Academic Purposes at a Community College* [Northeastern

State University].
<https://www.proquest.com/openview/3d900fc03b4517691447b9aaf4ba1b8c/1?pq-origsite=gscholar&cbl=18750&diss=y>

- Hart, M. J. (2010). *A study on the motives of high school and undergraduate college students for using the social network site Facebook*. Liberty University, Virginia, United States.

- Information and Communication Technology Association of Jordan (int@j). (2025). Social media report in Jordan . <http://www.civilsocietyjo.net/ar/organization/181>

- Juma, A. (2020). Psychosocial and academic motives for Palestinian university students' use of social media networks in the Gaza Strip governorates. *Journal of Humanities and Social Studies - University of Oran*, 9(3), 47–64. <https://doi.org/10.46315/1714-009-003-004>

- Khalifa, H. K. H., & Al-Subaie, I. R. (2022). Uses and Gratifications of Social Media Platforms during COVID-19 Pandemic among Bahraini University Students. *The Egyptian Journal of Media Research*, 2022(78), 339–365. <https://doi.org/10.21608/ejsc.2022.229366>

- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>

- Meghari, A.(2019). Effects of Using Social Networks on Adolescents: Applied Study on a Sample of High School Students. *An-Najah University Journal for Research - B (Humanities)*, 33(12), 2011-2052. <https://doi.org/10.35552/0247-033-012-005>

- Mohamed, A. L. (2011). Education and Citizenship in Networked Societies.

Childhood and Development Journal - Arab Council for Childhood and Development, 18.

- Mohammed Bin Rashid School of Government. (2017). *A Look at Arab Media, Governance and Innovation Program*, United Arab Emirates. <https://mbrsg.ae/search?q=Arab.socialmedia-Repor.2015>

-Oreqat, A.(2021). The Degree of Satisfaction of Facebook Users about its Features, Usage Motives and Achieved Gratifications: An Applied Study on Students of the Faculty of Mass Communication at the Middle East University. *Middle East Journal of communication studies(MEJCS)*, 1(1), 7-35.

- Oye, N., Helou, A. M., & Ab.Rahim, Z. Z. (2012). Students' Perceptions on Social Networking Sites Influence on Academic Performance. *International Journal of Social Networking and Virtual Communities*, 1(1). <https://doi.org/10.11591/socnetvircom.v1i1.540>

- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). Routledge, London. <https://doi.org/10.4324/9781003117452>

- Qablaj, T. (2023). Motives for students' use of social networking sites and their relationship to their university specialization: An empirical study in Algiers. *International Journal of Social Communication*, 10(1), 201–212. <https://revue.univ-mosta.dz/index.php/ijsc/article/view/980>

- Qadri, H. (2016). *Social Communication*. Methodological House for Publishing and Distribution.

- Qatami, Y. (2009). *Introduction to Psychology* (2nd ed.). Dar Al Fikr for Publishing and Distribution. ISBN:

- Robbins, S. P. (2001). *Organizational Behavior* (9th ed.). Prentice-Hall, Inc., New York. ISBN-10: 013066998X
- Tawalbeh, H. (2017). Digital Citizenship in the National Civic Education Textbook: An Analytical Study. *The Jordanian Journal of Educational Sciences*, 13(3), 208–291 .
<https://jjes.yu.edu.jo/index.php/jjes/article/view/779>
- Teck-Hong, T., & Waheed, A. (2011). Herzberg's Motivation-Hygiene Theory and Job Satisfaction in the Malaysian Retail Sector: The Mediating Effect of Love of Money. *Asian Academy of Management Journal*, 16(1), 73–94.
https://ejournal.usm.my/aamj/article/view/aamj_vol16-no-1-2011_4
- Weiyan, L. I. U. (2015). A historical overview of uses and gratifications theory. *Cross-Cultural Communication*, 11(9), 71–78. <https://doi.org/10.3968/7415>
- Yaqoub, A.-M. (2024). Evaluation of the use of social media among students. *Al-Rawaq Journal of Social and Human Studies*, 10(1), 378–387.
<https://search.mandumah.com/Record/1474520>

