

ABSTRACTS: VOLUME 5, SPECIAL ISSUE

ABSTRACT

The Effect of Social Media on Aggressive Behaviors of Palestinian University Students

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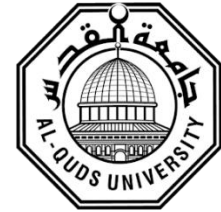
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Objectives: The aim of this study is to determine the effect of social networking sites on the aggressive behavior of university students. This study was guided by three research questions:

- 1-What is the role of social networking sites such as Facebook, Instagram, YouTube, and others in promoting aggressive behaviors among university students?
- 2-What are violent films, programs, videos and games promoting behaviors among university students?
- 3-What is the most used and affected site on aggressive student behavior?

Methods: Descriptive research design was adopted. A descriptive survey aimed at collecting data on and describing in a systematic manner the characteristics, features and facts about a given population. An inferential quantitative method was applied. The sample consisted of a group of young people who use social networking sites. They were selected in a simple random method. Their number is estimated at (80) individuals with a university level of education and they differ in terms of gender and age. Multivariate statistical methods were used to answer the research questions. An online survey was conducted using a questionnaire disseminated among university students in Palestine. It included items related to the use and impact of social media, and items with offensive aspects, and it is emphasized that data will be used for scientific purposes only. A two-sections questionnaire was used, the first is the Buss-Perry Aggression scale , which is a questionnaire was designed by Arnold H. Buss and Mark Perry (1992) , professors from the University of Texas at Austin which measures different types of hostility between people and it



consist of 29 items for measuring aggressive behaviors including 4 dimensions – physical aggression, verbal aggression, anger and hostility.

The inventory used a Likert answering system. Study subjects/respondents were asked to select the choice that best suited them from the following options: 1- extremely uncharacteristic, 2- somewhat uncharacteristic, 3- somewhat characteristics and 4-extremely characteristics (where the rating is out of 1 which is extremely uncharacteristic to 4 which is extremely characteristics). The Cronbach reliability coefficient of the scale was found to be 0.71. The second section of the questionnaire consists of questions to find out the most used social media and its impact and the effect of watching violent videos on student behavior. This was structured on a 4-point scale ranging from strongly agree, agree, disagree and strongly disagree

Results:

1-Instagram is the most used social networking site among students (65%).

2-the frequency and percentage of influence of Communication sites such as Facebook, Instagram, Twitter, etc. on student violent behaviors on Palestinian university students. The figure revealed that 18.8 % students strongly agree that use of social media influence their aggressive behavior, 66.3% agree, 12.5% disagree, 2.5 % strongly disagree.

3-26.3% of students strongly agree that watching violent films, video games/videos promote aggressive behaviors, 57.5% agree, 12.5% disagree while 3.8% strongly disagree.

4-For each answer of level of aggression with type of social media based on Buss and Perry's Aggression Questionnaire, it showed that Instagram is the site that most influences students' aggressive behavior, which ranks first with a rate of 65% This means that censorship should be intensified on Instagram, as it is the most used and influential site. Then YouTube and Facebook with 11.3%. Then TikTok and Twitter increased by 6.3%.

5- 61.5% of the users of Instagram, which is the site that occupies the first place in use, agree that there is an impact on the aggressive behavior of students and their use of these sites (their answer on the aggressive test). In addition, 19.2% of Instagram users also strongly agree with this,15.4% disagree,3.8% strongly disagree. As for YouTube users, 22.2% strongly agree that this effect exists, and 66.7% of them strongly agree and 11.1% disagree. As for Facebook users,11.1% strongly agree, 7.8% agree and 11.1% disagree. Tik Tok users the result of their answers to the questionnaire was that 40% strongly agree that there is an effect on the aggressive behavior of the



student, 60% agree that and there is no one disagree this. For Twitter, 18.8% of its users strongly agree that there is influence, 66.3% agree, 12.5% disagree, 2.5% strongly disagree.

6- 55.8% of Instagram users (which is the most used site) agree that violent videos and games affect student violent behavior and 28.8% of its users agree, 11.5% do not agree that there is an effect and 3.8% strongly disagree. As for YouTube users, 77.8%, and this is a large percentage, agree that there is an impact of violent content on student violent behavior, and 11.1% of them do not agree with this relationship. The results show that 40% of TikTok users agree with the effect and 60% do not agree. Facebook users confirmed by 11.1% that they strongly agree with the existence of the relationship, 66.7% agree with its existence, and 22.2% do not agree with the existence of the influence. As for Twitter users, 60% of them (which is a large percentage) strongly agree that viewing violent content on these sites affects student violent behavior, 20% agree and 20% do not agree.

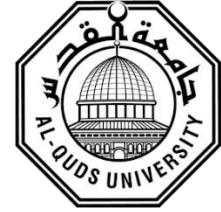
7- There is a positive relationship between Communication sites such as Facebook, Instagram, Twitter, etc. and Violent movies and video/videogames on student aggressive behaviors. And this relationship is significant (according to Spearman's rho).

8- Avenge outcome of Buss and Perry showed to be 2.6 (Likert scale of 4) which points to the fact that there is an agreement of the association between the use of social media and violent behavior (according to Descriptive Statistics).

Conclusion: The results confirms that social networking sites that display violent scenes with videos or images such as wrestling, boxing, murder, rape, and animation reinforce aggressive behaviors among students. As mentioned above that the risk of those site is represented in the different motives that they may elicit among students, in addition to the ft that it prepares the viewer toward more acceptance of odd scenes that they had been raised to reject in the past, and today they are exposed to it on every day basis, mixed with entrainment and a an upgrading motivational scales of being promoted to the next level or motivational achieving of a certain status in a game , based on the show and practice of more aggressive behavior of different games, all this may reflect on the way of communication and behavior of the students in their everyday life, with their peers and surrounding environment . the promotion in the level of the game , or the likes given for a violent seen in social media my contribute to the reformation and recoding of attitudes towards what had been coded as unacceptable behavior in the past , may become imbedded in each reaction that the victim of social media may face in everyday life , as out of limit speed that can



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A Palestinian Scientific Journal for the Youth



go unpunished, killings that are rewarded by higher scores , and likes that can be attained by killing or torture of a minority or ethnicity for the opponent side, may legitimize at least from mental point of views such an actions , that may rewind the model of hero in the minds of coal media victims . who will be re disciplined in a way that minimizes the feeling of guilt after violence, and that can present violence a common practice in solving conflicts.

Keywords: social media, media violence, aggression, university students.

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