The Impact of the Use of the Internet on the Social Relations of Students at the Faculty of the Public Authority for Applied Education and Training in Kuwait

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Abstract

The study aimed to investigate the impact of the use of the Internet on the social relations of university students in The Public authority for applied education and training in Kuwait, the researcher used the social survey method, and the identification and codification of the tools used from the study was prepared (Majali, 2007). The study sample consisted of (325) students, which were randomly selected. The results of the study showed that the impact of internet use on social relations increases when students use the Internet on their own, and the more hours of daily use. The results also showed that the most uses of the Internet are for scientific and research purposes, mostly on campus. The results also indicated that the effect of using the Internet on social relations and certain qualitative variables, such as gender, age and school level, had a relationship with student families. The study concluded with a set of recommendations.

1. Introduction

During the last decade of the last century, human societies have witnessed rapid and successive developments of communication and information technology, which has facilitated the possibility of human and civilizational communication, perhaps the most important of which is the global information network "Internet", which is the most prominent of its findings Modern science is also one of the most important human achievements in the information age. Communication and information transfer techniques have become an essential pillar in building the human social, economic, political and cultural system in light of the transformations and cognitive developments of this era .

As a very sophisticated means of communication, the Internet has introduced a range of associated cultural behavioral interactions, which have had wide impact on individual, family and community levels, and this has led to the spread of new and increasing patterns of behavior and social values that It has widely influenced the process of social interaction, both individually and collectively. This has been helped by the many features that have made the Internet and the internet a favorite of other means, with high user appeal, flexibility to use them, easy access to any of the diverse sites that users want, and the Internet providing individuals with the opportunity to introduce themselves. For others, with great freedom, without restrictions (Majali, 2007; Sari, 2005; Al-Kandari & Al-Qa'ahan, 2001).

By seeing social behavior patterns on the ground, there is a steady increase and high demand for people, and from different groups of society using the Internet, particularly young people, their use may amount to addiction, which may affect human behavior and the network of relationships. Social, ways of thinking about dealing with life variables, which would promote individual values rather than social values, and values of joint teamwork that are an important element of the culture of society (Al-Asami, 2004; Kraut et al., 2004).

Sociology is one of the most important social sciences that are interested in studying its diverse effects on society, where sociology studies man as a social being that affects and is influenced by the societal environment that surrounds it from a change in physical or non-material aspects, and considering the Internet and its uses have led to formulate a new environment, this requires examining its effects on human behaviors and various social relationships (Al-Asami, 2004; Sari, 2005).

Accordingly, the phenomenon of the use of the Internet is a recent and widespread phenomenon that calls for study and attention, especially among university students, who are the most used by the Internet and its various tools, and there are many observations on the different behavior's and social relations of that group,

This necessitated investigating the impact of the Internet on social relations among university students at the Faculty of Basic Education in Kuwait.

1.1 Theoretical Framework

The united nations must be able to achieve the goals of the United Nations. No one denies the extent to which modern social media contributes to what has happened to Arab families and

even in all societies worldwide. The Arab family has become plagued by many and many social problems.

Arab youth became preoccupied with using internet networks, games and watching violent films, which negatively reflected on the values that are instilled inside them and became in front of computer screens for long periods, which led to a change in their thinking and association with their families, which widened the gap between them. Among their parents, which has had a negative impact on Arab societies.

There is no doubt that spending a lot of time in front of modern electronic devices, such as tablets and mobile devices, has become a feature of this era, but many are using these devices continuously until they control their users, their minds and even their times and activity. It has entered the Internet and social media that enter all houses without any permission and use it all categories and ages it is a deadly tool if misused and may be a very positive tool if it is well used and codified in the service of the follow-up groups, especially television, it is considered a means Audible and visible, it can convey both good and bad behavior (Sari & Zakria, 2004).

Technological inevitability has been a theory explaining the phenomenon of the use of the Internet and its social media. Technology itself has the power to change the nature of social relations and social reality. For its failure to communicate real on the ground that humanity has not been able to around, you find that individuals in different parts of the world have failed to find a solution that keeps them in constant contact while technology intervened with all the power to provide them with radical solutions that eliminate all the problems that haunt them and work to the distances between the regions of the earth and the Moors are close, and this alone is enough for those who embrace this theory. Others, who have a pessimistic view, see technology as a tool to impose hegemony and control over vulnerable peoples, and to control the convictions of individuals, as they break into the individual's personal life and break up his real social relations on the ground (Arab Organization for Administrative Development, 2013, p. 7).

There is an inevitable social theory that social relations are the basis in the creation of social networking sites and are the strongest motivation for creating those sites and not otherwise (Zaher, 2003), they see that social relationships have great power and influence that drives people to try to create an environment that brings them together, trying to create a framework. Unified, which led them to build and form those social networks, whether on the Internet, on their mobile phones or through audio-visual media in an attempt to bring them closer to each other, a theory that is in itself contrary to the first theory. "Technological imperatives", which sees technology as the one that is credited with creating a climate that brings together all these social relationships in one context and through several applications, each individual chooses what suits his or her personal needs and convictions (Radhi, 2003; Sadiq, 2011).

There are many studies that have shown positive results, including negative results in the use of the Internet in all its elements, sites and tools. The Erekat Study (2003) showed that students' orientation towards internet use in education is primarily, and that experience in the use of the Internet and the availability of computers are positively linked to the Internet. The

Majali Study (2007) confirmed this finding, showing that internet use has an impact on social relations and that it increases if students use the Internet on their own, and the greater the number of hours of daily use. The results also showed that the most use of the Internet is for scientific and research purposes, mostly on campus.

The Al-Kandari and Al-Qa'ahan study (2001) confirmed that the relationship between the use of the Internet has created negative behavior for university students in their overall social relationships. The Surrey Study (2005) showed the problem of psychological and social isolation caused by internet addiction among young people, and the lack of social relations between young people and their families in terms of young people complaining about visits by relatives. Nie and Erbing (2004) noted the poor communication and direct social relationships with relatives and friends around them as a result of their high use of the Internet. A study (Lenhart & Madden, 2007) confirmed that (55%) Of American teenagers who use the Internet and have a social media account, 66percent of the population is not aware of the internet. Of these, %46do not share their information on these networks. Of those who allow others to access their information, they provide others with shaded information to protect themselves first, to joke, to tamper and not to be serious, and that the majority of teenagers use the Internet and social networks to keep in touch with friends or The Al-Kandari and Al-Qa'ahan study (2001) confirmed that the relationship between the use of the Internet has created negative behavior for university students in their overall social relationships. The Surrey Study (2005) showed the problem of psychological and social isolation caused by internet addiction among young people, and the lack of social relations between young people and their families in terms of young people complaining about visits by relatives. Nie and Erbing (2004) noted the poor communication and direct social relationships with relatives and friends around them as a result of their high use of the Internet. A study (Lenhart & Madden, 2007) confirmed that (55%) Of American teenagers who use the Internet and have a social media account, 66 percent of the population is not aware of the internet. Of these, 46% do not share their information on these networks. Of those who allow others to access their information, they provide others with shaded information to protect themselves first, to joke, to tamper with and not to be serious, that the majority of teenagers use the Internet and social networks to keep in touch with friends or make new friends, and that (23%) Members of the sample were frightened when they were contacted by strangers on social media. The study showed that parents monitor their children to see where they are exposed, through some programs related to this matter or by putting the computer in a public place at home and monitoring the children directly.

Therefore, the use of the Internet among university students may be an impact on their social relationships, whether positive or negative, and this will be investigated in the current study.

1.2 Study Problem

The Internet and its tools and its features form one of the modern means of communication, characterized by advantages and communication characteristics rarely found in any other medium, which is widespread, and has emerged interest in various groups of society in Kuwait, especially youth, with their various social features, and has become a dependency

them in their daily lives in an eye-catching way. Despite the growing impact of internet use on society, the unlimited demand of university students for its use, and its various effects on social construction, its effects are still limited, particularly in terms of its impact on social relations among one of the most popular groups. The reform, the need to study in the Kuwaiti environment after reviewing previous studies (Majali, 2007; Taya, 2000; Al-Kandari and Al-Qashaan, 2001; Al-Khalifi, 2002; Sari, 2005; Hassan, 2009; Lenhart & Madden, 2007; Shami, 2004). This study identifies its problem by studying the impact of internet use on the social relations of students in the Faculty of Basic Education in the General Authority for Applied Education and Training in Kuwait, in terms of communication with family, relatives and friends .

1.3 Study Questions

Based on identifying the problem of the study, the study will try to answer the following questions :

1) What are the most important qualitative characteristics of the sample members?

2) What are the most important general characteristics of the behavior of internet users from university students in the Faculty of Basic Education?

3) How does the use of the Internet by university students at the Basic Education College affect their social relationships, such as family relationships, and visits by relatives and friends ?

4) Is there a relationship to the duration of time to use the Internet on social relationships?

5) What are the statistical differences in the impact of Internet use on social relations, depending on some of the specific characteristics of the sample members?

1.4 The Importance of Study

The importance of this study is demonstrated by:

1) Its contribution to enriching the sociological literature on the phenomenon of the use of the Internet as a means of modern technology, where the preparation of its users has increased in recent times significantly, and the scope of its direct effects on the culture of individuals and trends, in addition to the lack of Arab studies, has expanded, in addition to the lack of Arab studies, And Kuwaiti in particular.

2) To give way to increased attention to the subject of internet use, and to study its various effects on society, by bringing this topic to researchers and decision makers for social policies, where it is hoped that more attention will be received and field studies in various aspects of it.

3) To analyses the reality of the phenomenon of internet use, in terms of highlighting the social effects of its use on the university student group from the point of view of a sample of researchers, and in the field study method.

4) To reveal the most important general characteristics of internet users' behavior and its

effects on their social relationships, in terms of knowing the extent to which university students are interested in using the Internet, the times and number of hours of use, the program sites, the areas of sites, and the applications most commonly used for it.

5) Identify the most important statistical differences in the impact of internet use on social relations, according to some of the specific characteristics of the study sample.

6) Take advantage of the results of this study and open the door to conducting other studies in environments similar to the Kuwaiti environment.

1.5 Conventional Definition

- The Internet is an electronic network consisting of a set of networks that connect people and information, through computers and digital devices, allowing person-to-person communication and retrieving such information (Dimaggio, Hargittai, Neuman, & Robinson, 2001, p. 309).

- Social relations: a picture that depicts the social interaction between two or more parties, so that each party has a picture of the other, which negatively or positively affects each other's judgment, and from the images of these relationships: friendship, family ties and kinship, fellowship of work, acquaintances or friends, and isolation (Osman, 2004: 11).

- University students in the Faculty of Basic Education: Are all undergraduate students in the Faculty of Basic Education in the General Authority for Applied Education and Training in Kuwait for the academic year 2020/2023.

1.6 Study Limits

1) The study was limited to investigating the impact of internet-based internet inaction on social relations.

2) The study was limited to students of the Faculty of Basic Education in the General Authority for Applied Education and Training in Kuwait, in the second semester 2020/2023.

1.7 Previous Studies

Taya's study (2000) aimed at investigating the use of the Internet in the Arab world, it was an exploratory study of an age sample of (5,000) individual university students in five Arab countries: Egypt, Saudi Arabia, uae, Kuwait and Bahrain. The results of the study showed that the percentage of users of this network reached (72.6%) Of the total number of respondents, the average time spent using the Internet per week varied between two hours for Egyptian researchers, three hours in the UAE, four hours each in Kuwait and Bahrain, six hours in Saudi Arabia, males were more female users of the Internet, and the study found that the Internet was an important source of news and information for the vast majority of researchers, followed by entertainment and leisure time, and the use of e-mail in the third place, and there were no fundamental differences between females and males.

The Nye and Erbing study were aimed at identifying the Internet and society. He pointed out

that human use of the Internet has increased by increasing the average number of hours of use, leading to poor communication and direct social relationships with those around them, relatives and friends.

The Al-Kandari and Al-Qa'ahan Study (2001) aimed to identify the relationship between the use of internet uncertainty and the social isolation of KPC students. A sample of 597 students was conducted, and one of the most important findings was that (47%) Almost from the sample of the study internet users learned it alone and without anyone's help, and that (25%) From the total sample they have learned to use the Internet through friends and peers. The results indicated that the average number of hours of internet use on normal days for males increased by 3.26 hours and females 2.98, while on holidays and holidays it exceeded it to 5.43 One hour for males and 4.43 for females, which has created negative behavior for the individual in the overall social relationships.

Al-Khalifi Study (2002) aimed to investigate the impact of the Internet on society, it sought to investigate the benefits and disadvantages of the Internet, and found that most members of the study community (91.7%) They have a desire to use the Internet, and its most important uses are to make use of this network for the purposes of communication, exchange of information with others, and in order to search for information, entertainment and entertainment. The researchers found that the disadvantages of the Internet were that it helped to conquer culture, causing social, moral, and health problems that were frequently used.

Erekat study (2003) aimed to identify the trends of students towards the use of the Internet in education on a sample of graduate students at the University of Jordan, reached the size of (350) students, and the results of the study showed that the majority of students use the Internet to view scientific research, and showed that Students of scientific disciplines have more positive attitudes than students of humanities, and the presence of experience in the use of the Internet and the availability of computer devices is positively linked to the Internet.

Al-Shami Study (2004) aimed to identify the use of the Yemeni university youth for the Internet a survey study, the sample size (400) of university youth, and the most important findings is the use of the Internet by the members of the sample motivated by access to information, and the use of e-mail, then to read newspapers and magazines. Their most important trends towards the benefits of internet use have been positive, particularly in terms of the fact that they are one of the most important means of helping to carry out scientific research, a means of communicating with the outside world, a cultural means of conducting global dialogues, and a means of knowing what is happening in the world.

The Sari Study (2005) aimed at the custom of internet culture study in social networking, and this study is characterized by its comprehensiveness and expansion in the field of knowledge, in relation to information technology, both theoretically and applied, and addressed the positive and negative effects alike, where it was conducted on A sample of Qatar-Doha youth of both sexes reached a size of 472. One of the most important findings of the study, which relates to the subject of this study, is the problem of psychological and social isolation caused by addiction to the use of the Internet, and one of its most important symptoms: first: the prevalence of anxiety, stress and frustration, and second: the grumbling of young families

because of their children's preoccupation with the Internet, Third, young people's social relations with their families are disrupted in terms of young people complaining about visits by relatives.

Al-Majali Study (2007) this study aimed to identify the impact of internet use on social relations among university youth in Jordanian society, by surveying a sample of 325 students of the University of Moit, which was randomly selected. The results of the study showed that the impact of Internet use on social relations increases when students use the Internet alone, and the more hours of daily use. The results also showed that the most use of the Internet is for scientific and research purposes, mostly on campus. The results also indicated a relationship between the effect of using the Internet on social relations and certain qualitative variables, such as gender, age, type of college, school level and monthly income of the families of researchers, as indicated by the value (F) in a statistical allowance ≥ 0.05. The study concluded with a set of recommendations.

The Lenhart & Madden study (Lenhart & Madden, 2007) aimed to identify the nature of life experienced by the younger generation of Americans, through their use of the Internet and social networks, what they share and do not share with others through these networks, and whether parents play a role in monitoring Children while they're on these networks or not? This is through the application to a sample of (935) individual American adolescents and adolescents, ages 12-17, and their parents. The study found that 55 percent of respondents said they would not be able to do so. Of American teenagers, 66 percent of Americans have a social media account. Of these, 46% do not share their information on these networks. Those who allow others to access their information provide others with shaded information to protect themselves first, to joke, to tamper and not to be serious second. The study also found that the majority of adolescents use social networks to stay in touch with friends or make new friends, and that (23%) Members of the sample were frightened when they were contacted by strangers on social media. The study also found that parents monitor their children to see where they are exposed, through some programs related to this matter or by placing the computer in a public place at home and monitoring the children directly.

Hassan's study (2009) aimed at monitoring and describing the impact of modern means of communication (internet with all its uses, satellite channels and blogs) on the nature and size of social and communication relationships and interactions within the Egyptian and Qatari family, by applying to a random sample of multiple stages (600) A single one distributed among young people and parents in Qatar and Egypt, in an attempt to reach a specific vision towards rationalizing the use of modern technologies and activating the role of family and community responsibility in this context. The study found that there is a negative correlation between the rate of use of social sites and the level of social interaction between individuals, as there is a negative white association between the rate of use and the low level of educational attainment among the members of the sample, and that there is a positive correlation between the increase in the rate of The use and tendency of researchers towards the formation of stable and stable social relationships, not transient, and that the more individuals feel private using the computer, the less isolated they are from reality and the lower their level of social interaction, as opposed to pairing those who use the computer in a

place that does not enjoy privacy Those around the individual can access it or at least watch it, and the study found that Facebook, YouTube and Myspace have taken the lead as preferred social networks for sample members who consider their friends to be the first reference in the event of a problem.

The current study was characterized by the previous studies of the few studies - according to the researcher' science - in The State of Kuwait with regard to the subject of study, which investigated the use of the Internet and its impact on the social relations of students in the Faculty of Basic Education in the General Authority for Education Application and training in Kuwait, previous studies have been utilized in terms of sample, methodology and statistical methods, in addition to the preparation of the current study tool, and the results of the studies.

2. Method and Procedures

2.1 Study Methodology

The descriptive analytical approach, which is concerned with presenting the measured phenomenon as it is, has been used, as it is appropriate for the objectives and purposes of the current research and its variables.

2.2 The Study Community and Its Eyes

The entire study community (17,455) students from the Faculty of Basic Education in the General Authority for Applied Education and Training in the second semester of the 2020/2023 academic year, and the number of male students (5,324) students and females (12,131) students.

The researcher selected the sample of the study of (325) students randomly from the undergraduate students in the second academic year 2020/2023, and the sample included (106) students and (219) students in the Faculty of Basic Education in the General Authority for Applied Education and Training.

2.3 Study Tool

After reviewing previous studies related to the subject of the study, the findings, and the measures it used, such as: study (Majali, 2007; Sari, 2005; Shami, 2004; Al-Kandari &Al-Qa'ahan, 2001) The questionnaire was used (Majali, 2007), which is best suited for the Kuwaiti environment, after codifying the environmental proportionality process, the resolution consisted of three parts: part 1: basic information on the study sample members, such as type, age and level of study. Part 2: Includes (8) key questions related to internet use by study sample members, which deal with how to learn to use the Internet, where to use the Internet, how long the research uses the Internet, how many hours of daily and weekly use of the Internet, how much scientific benefit sits on the Internet, how the researcher spends his time on the Internet, and what are the most web sites or uses. Part 3: Deals with the impact of internet use on social relations, and includes (8) paragraphs, which are measured by the 5th Likert (strongly ok, agreed, neutral, highly opposed) that measures trends, in order to identify trends affecting the pattern or form of social relations among university students in the Faculty of Basic Education.

2.4 The Honesty and Stability of the Tool

The authenticity of the tool was confirmed by presenting it to a number of arbitrators specializing in education technology and curriculum in its initial form, ensuring the appropriateness and affiliation of the paragraphs, the integrity of their formulation, and the adoption and modifications, and the output of the questionnaire in its final form .

As for the validation, the equivalent method was used and distributed to (30) students to ensure the stability of the study tool, the test-retest method was verified by applying the scale, and reapplied two weeks later to a group outside the study sample of (30) students, and then the Pearson correlation coefficient was calculated between their grades on both occasions.

2.5 Study Procedures

The researcher prepared this study according to the following steps:

 - The researcher prepared the theoretical framework for the study after reading the theoretical literature, and identifying the variables of the study .

 - The researcher conducted a survey of previous studies that dealt with each variable separately in Arab and foreign environments, and obtained Arab and foreign studies related to the variables of the study.

 - The researcher processed the tools of the study and confirmed its sincerity and stability through the sample and after presenting it to a committee of arbitrators.

 - After ensuring the sincerity and stability of the tools in many ways, the researcher identified the sample of the study and applied the tools to it.

The researcher came up with a set of results after emptying the scans and conducting statistical analysis using appropriate statistical treatments, and then interpreted them in the light of the theoretical framework and previous studies.

 - Based on these findings and their interpretation, the researcher came up with a set of conclusions, and accordingly made several recommendations for use in the field of educational and psychological work, and proposed several topics for future studies.

2.6 Statistical Treatment

In the light of the study's questions, the researcher used appropriate statistical treatments through analysis on SPSS, and the researcher used mathematical averages and standard deviations, the Cronbach alpha internal consistency coefficient and the stability of replays and repetitions, in addition to analyzing the four-way contrast to show the study variables, and using the Chevy method of dimensional comparisons of the effect of variables.

3. View and Discuss Results

First: The specific characteristics of the study sample members

Sample characteristics include the distribution of sample members by type, age, and school level, as shown in Table (1):

Table 1. Frequency and relative distribution of the specific characteristics of the study sample members

Gender	Iteration	Percentage%	Age	Iteration	Percentage%
male	106	32.6	Less than 20 years	11	3.4
Female	219	67.4	(20-21) years	223	68.6
Total	325	100	(22-24) years	70	21.5
			(25) Years and over	21	6.5
			Total	325	100

School year	Iteration	Percentage%
First year	23	7.1
Second year.	70	21.5
Third year	120	36.9
Fourth year	112	34.5
Total	325	100

Table 1 shows the characteristics of the study sample, and that males make up 32.6% of the sample members, while females make up 67.4%, and it is noted that first-year students represent the lowest categories, and therefore the lowest internet users, amounted to 7.1% of the sample size, rising in the second year to reach 21.5% of the total sample, which is close to 36.9% in the third year, and in the fourth year and above 34.5%. With regard to the age distribution of the sample members, 3.4% are under the age of 20 years, 68.6% are between the ages of 20 and 21, and 21.5% are aged 22-24 years, while the remaining 6.5% are 25 years of age and above.

Second: The most important general characteristics of the behavior of internet users of university students

Table 2. Repetition and relative distribution of the most important general characteristics of internet users' behavior from the point of view of the study sample members

How to learn to use the Internet	Iteration	Percentage%	Number of hours of use per day	Iteration	Percentage%
Training course	**15**	4.6	Less than two hours.	237	72.9
One of the parents	6	1.8	2 hours - less than 4 hours	66	20.3
One of the brothers.	21	6.5	4- Less than 6 hours	12	3.7
A friend.	37	11.4	6 hours and more	10	3.1
Self-learning	230	70.8	Total	325	100
Other	16	4.9			
Total	**325**	**100**			

place to use the Internet	Iteration	Percentage%	Weekend use	Iteration	Percentage%
House	98	30.2	Less than two hours.	185	54.2
University	172	52.9	2 hours - less than 4 hours	53	16.3
with friends.	3	0.9	4 Less than 6 hours	65	20.0
In a café	33	10.2	6 hours and more	31	9.5
Other	19	5.8	Total	325	100
Total	325	100			

How long have you been using the Internet?	Iteration	Percentage%	Scientific benefit	Iteration	Percentage%
Less than a year	19	5.8	Useful.	308	94.8
One year - less than two years	33	10.2	Useless.	17	5.2
2 years - less than 3 years	69	21.2	Total	325	100
3. Less than 4 years	81	24.9			
4 years and older	123	37.8			
Total	325	100			

Most websites and uses for the Internet	Iteration	Percentage%	He spends his time in front of the internet.	Iteration	Percentage%
Email	109	33.5	Alone	271	83.4
News and menu groups	89	27.4	With others	54	16.6
Web	76	23.4	Total		
Games and chat	33	10.2			
Other	18	5.5			
Total	325	100			

Table 2 shows a number of behaviors specific to Internet users, as 4.6% of respondents learned to use the Internet by enrolling in a training course, while 1.8% learned to use the Internet through a parent, and 6.5% through a sibling, so 8.3% of the sample members They learned to use the Internet through the family, which indicates that parents or family in general have a weak role in this issue, while 11.4% of respondents have learned to use the Internet through a friend. The results also indicated that the majority of respondents learned to use the Internet through self-learning.

As for where to use the Internet, it was found that 30.2% use it in their homes, and that more than half 52.9% use it at the university, due to the availability of computer laboratories in all colleges on campus, the availability of free service to use it, and that 9.0% use it at a friend,

while 10.2% use it in their own café. With regard to the time experience with which sample members use the Internet, 37.8% have been using it for 4 years or more, 24.9% have been using it since 3-under 4 years, 21.2% have been using it since (2 to less than 3 years), and 21.2% have been using it since (2 years to less than 3 years), and 21.2% have been using it since (one year to less than two years). 10.2%, while 5.8% have been using it for less than a year, so data show that most of the study sample members have experience of 3 years and more using the Internet .

With regard to the number of hours of daily and weekly Internet use, the data indicated that 72.9% of sample members use it less than two hours a day, while 20.3% use it between (two hours to less 3) hours per day, and 3.7% use it between (4-under 6) hours per day, while 3.1% use it. For (6) hours and more per day. The data indicate that the number of hours of use is reduced on weekends, with the number of hours of daily use being less than two hours at 54.2% of the sample members, which can be explained by the fact that the majority of respondents use the Internet on campus, as shown earlier.

As to how the respondents spend their time online, the results showed that most respondents spent 83.4% of their time online alone, and 16.6% spent their time sharing with others.

The table greatly demonstrated the importance of the Internet and its scientific usefulness to the members of the sample, with 94.8% of them saying that they benefited scientifically from using the Internet. The table also shows how to use the services provided or available on the Internet, that sample members use e-mail in the first place 33.5%, followed by news and menu groups 27.4%, and in third place the use of the Internet 32.4% Followed by the use of games and chat 10.2% .

These results indicate that the study sample members use some services highly: (e.g., e-mail, news, and the web), which indicates the awareness, knowledge and knowledge of university students using these services, for their scientific and cognitive interests.

These results, in their entirety in Table 2, on the behavior's and methods of using the Internet for sample members of the study, are consistent with the results of several previous studies: (Taya, 2000; Al-Kandari & Al-Qashaan, 2001; Shami, 2004; Sari, 2005; Majali, 2007)

Third: The extent to which the use of students in the Basic College of Education of the Internet affects their social relationships and within family, relatives and friends

To determine the impact of internet use on the social relations of university students at the Faculty of Basic Education in Kuwait, relative distribution, arithmetic averages, and standard deviations of the respondents' responses were used on paragraphs related to the effect of use Internet on social relationships, as table 3 shows:

Table 3. Relative distribution, computational averages and standard deviations of the respondents in the Faculty of Basic Education on paragraphs on the impact of Internet use on social relations.

Number	Paragraphs	very agreeable	agree	Neutral	Exhibi tions	Very opposed.	Arithmetic medium	Standard deviation	Order by mathematical medium
	I feel that my interaction, my sitting and my conversations with my family are starting to get less than they were before using the Internet.	11.4	10.5	10.7	36.0	31.4	2.35	1.32	1
	I am annoyed and disturbed by the visits of relatives, because they cut me off on the Internet.	4.9	11.7	7.1	39.7	36.6	2.09	1.16	5
	I feel that my visits to relatives are starting to be lower than in the past because I am busy with the Internet.	1.8	12.9	14.2	41.6	29.5	2.16	1.05	4
	My family complains about me because of the length of time I spend busy with them using the Internet.	2.5	18.2	8.9	38.8	31.6	2.21	1.15	3
	I spend more time chatting with friends or acquaintances online than I spend chatting face to face with them.	7.7	12.0	7.1	43.7	29.5	2.25	1.21	2
	I spend more time talking to my acquaintances and friends online than with my family.	1.8	6.8	12.9	41.8	36.7	1.95	0.97	7
	I feel that my activity and contributions to family, family and social events have been declining since I started using the Internet.	2.8	11.1	7.7	46.1	32.3	2.06	1.04	6
	All Paragraphs	4.7	11.9	9.8	41.4	32.5	2.15	0.85	

Table 3 The respondents' responses to the social relations paragraphs show that 11.4% strongly agree that they feel that their interaction, sitting and conversation with family members is less than before using the Internet, and also agrees with 10.5%, and has taken the neutral position is 10.7%, 36% opposed, 31.4% strongly opposed, and the average arithmetic response was 2.35 with a standard deviation of 1.32%.

As for the feeling of the members of the sample upset and disturbed by the visits of relatives, because they are cut off from the internet and its various tools and sites, strongly agrees with this 4.9%, and also agrees, 11.7%, and took a neutral position of 7.1%, and opposes it 39.7%, while strongly opposed 36.6%, and the arithmetic average of responses was 2.09 with a standard deviation of 1.16 .

With regard to the feeling of the members of the sample that their visits to their relatives began to decrease than in the past because of their internet busyness, 1.8% strongly agree, and 12.9% also agree, and the position of neutral 14.2%, and opposed 41.6%, while strongly opposed 29.5%, which reached the middle. The arithmetic answers to that are 2.16 with a standard deviation of 1.05.

With regard to the time spent by the sample members in talking to friends or acquaintances online, 7.7% strongly agree that it is more than the time they spend talking to them face-to-face, and also agrees with that 12%, and has taken a neutral position of 7.1%, and 43.7% are strongly opposed to it. 29.5%, the arithmetic average of responses was 2.25 with a standard deviation of 1.21.

As for the time spent by the members of the sample to talk to acquaintances and friends online more than with their families, 1.8% strongly agree, and 6.8% also agree, and the position of neutral is 12.9%, and 41.8% oppose it, while 36.7% strongly oppose it. The arithmetic answers to that are 1.95 with a standard deviation of 0.97 .

With regard to the feeling of the members of the sample that their activity and contributions to family and social events began to decline, since the use of the Internet, 2.8% strongly agree, and also agrees with 11.1%, and the position of neutral is 7.7%, and 46.1% oppose it. At 32.3%, the arithmetic average of responses was 2.06 with a standard deviation of 1.04 .

About the complaint of the families of the members of the sample of the length of time spent busy using the Internet, 2.5% of the members of the sample strongly agree that their families complain, and also agrees with 18.2%, and took a neutral position of 8.9%, and opposed 38.8%, while strongly opposed 31.6%, and reached the mathematical average Answers to that are 2.21 with a standard deviation of 1.15. Overall, 4.7% of respondents strongly agree with the paragraphs on the impact of Internet use on social relations, as well as 11.9%, with a neutral position of 9.8%, 41.4% opposed and strongly opposed by 32.5%, and the overall arithmetic average for all Paragraphs 2.15 with a standard deviation of 0.85.

By looking at the statistical results in the same table, it can be established that the impact of Internet use on the overall social relationships of the sample members of the study was not generally negative, with the overall arithmetic average of all paragraphs below average, indicating that the negative impact The use of the Internet on social relations at the family level, kinship relationships and friends of university students is limited, and this may be explained by the low hours of daily and weekly Internet use, and the limited use of the Internet by sample members in their homes, the data has previously indicated in Table 2 to the majority of respondents (52.9%) They use the Internet on campus, and further explain that the nature of family social relationships of the members of the sample is strong,

interconnected and respectful, which has weakened the negative effects of internet use on the whole of social relationships. This finding is consistent with a study (Hassan, 2009; Sari, 2005; Al-Osaimi, 2004; Al-Kandari & Al-Qashaan, 2001; Al-Khalifi, 2002), and the results of the current study were not consistent with those of a study (Majali, 2007; Taya, 2000; Nie & Erbing, 2000).

To ascertain the extent to which the "number of hours" of internet use affects the social relations of university students in the Faculty of Basic Education, the (t) test of paragraphs on the impact of Internet use on social relations was used by the number of hours of use in general, where Table 4 data show that the overall computational average of the time period of Internet use on social relations was 2.01 with a standard deviation of 0.77 for people using the Internet for less than two hours, while the average effect increased to 2.36 with a standard deviation of 1.20 For those who use the Internet for between (2 hours to less than 4 hours), it increases to 2.47 with a standard deviation of 0.92 for those who use the Internet for 4 to less than 6 hours, and the average internet effect is 3.02 with a standard deviation of 0.52 for internet users For (6 hours or more). The value of (F) was 9.6 and is statistically significant at 0.001, indicating that the more hours of Internet use, the more negative impact of Internet use on social relations among the sample members of the study.

Table 4. Results of the One-Way ANOVA test for paragraphs on the impact of the Internet on social relations by number of hours of Internet use

Number of hours in use	Arithmetic medium	Standard deviation	value F	Level of significance
Less than two hours.	2.01	0.77		
2 to less than 4 hours	2.36	1.20	**9.6**	0.001
4 to less than 6 hours	2.47	0.92		
6 hours and more	3.02	0.52		

This finding confirms the previous interpretation of the study's findings on the limited negative impact of Internet use on social relations, included in table 3, the results showed that the more the individual uses the Internet, the more negative the negative effects in terms of isolation and distance from the family, And friends, relatives. This finding is consistent with a study (Hassan, 2009; Al-Asaimi, 2004; Al-Kandari & Al-Qashaan, 2001; Al-Khalifi, 2002).

Fourth: Statistical differences in the impact of internet use on social relations according to some of the specific characteristics of the study sample members

To answer this question, one-Way ANOVA test analysis (F) was used. Table 5 shows this.

Table 5. Results of the One-Way ANOVA test for paragraphs on the impact of Internet use on social relationships, depending on the specific characteristics of the sample members of the study

Type	Arithmetic medium	Standard deviation	value F	Level of significance
male	2.55	0.93	3	0.001
Female	1.96	0.72	8.7	
School level	**Arithmetic medium**	**Standard deviation**	**value F**	**Level of significance**
First year	2.53	0.73		
Second year.	2.21	1.14	2	0.05
Third year	2.19	1.02	.9	
Fourth year and more	1.72	0.78		
age	**Arithmetic medium**	**Standard deviation**	**value F**	**Level of significance**
Less than 20 years	2.43	0.93		
(20-21) years	2.11	0.83	4	0.01
(22-24) years	2.01	0.72	.1	
(25) Years and over	1.19	0.56		

Table 5 Shows that the arithmetic average of the impact of Internet use on male social relations was 2.55 with a standard deviation of 0.93, while 1.96 with a standard deviation of 0.72 in females, with a value of 38.7 F, which is statistically significant at 0.001, revealing that the use of The Internet has a greater impact on male social relationships than on females. The value of "F" was 9.3 and is statistically significant at 0.003, revealing that the impact of Internet use is greater for students of scientific colleges than for students of humanities colleges.

With regard to the level of study, the study revealed that the arithmetic average of the impact of Internet use on social relations was 2.53 with a standard deviation of 0.73 for first-year students, while 2.21 with a standard deviation of 1.14 for second-year students, and 2.19 with a standard deviation of 1.02 per year. Third-year students, down to 1.72 with a standard deviation of 0.78 for fourth-year students and above, the value of (F) was 2.9 and is statistically significant at 0.05, indicating that the higher the level of study, the lower the impact of internet use on social relations .

At the age distribution level of sample members, the study showed that the arithmetic mean the impact of Internet use among students under 20 years of age was 2.43 with a standard deviation of 0.93, and 2.11 with a standard deviation of 0.83 years for students aged 20-21, and decreased To 2.01 with a standard deviation of 0.72 for students aged (22-24) years, to 1.19 with a standard deviation of 0.56 for students aged 25 years and over, and the value of (F) was 4.1, which is statistically significant at 0.001, indicating that the lower the effect of the use, the lower the effect of the use M Internet on social relationships.

The results of the study showed that the impact of internet use on social relations among university students from the sample of the study increases among males and students of scientific colleges, as well as the impact increases as the level of study decreases for students, the age decreases, and the monthly income of the families of the sample members increases. This finding is consistent with a study (Al-Kandari and Al-Qashaan, 2001; Al-Asaimi, 2004; Taya, 2000), which indicated that the social and psychological effects of Internet technology users increase during the first and second years, and in the younger age groups, and in males, more than females, who are They are more affected by the greater opportunity in Arab society to acquire, learn and use this technology. There may be a similar correlation between family income and internet use, which confirms that there are differences in the uses and utilization of technology between groups, depending on economic income, and the impact on other areas of social life.

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