Identification of effect of social networks on the behavior of the students (Case Study: Azad University of Kashan)

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Abstract

In this paper, we try to see how virtual networks can affect the behavior of the young. Since there are so many indices to be affected by social networks, we evaluate these effects only on 10 more comprehensive behaviors as follows: identity, getting information and the rumors, rationalism,life style, spare time, religions rituals and ceremonies, interaction with family, employment and economical activities, education(training) and honesty.

In order to find out whether social networks have connection with this 10 behaviors, 10 hypo these have been studied by the use of test "T".

The practicalpart which is like a survey, was accomplished through a questionnaire, while measuring the data and analyzing them. The sample here is including 176 students of Kashan Azad University.

All the hypotheses in this study have been confirmed and the relationship between virtual social networks and students' behavior has been demonstrated.

Keywords:Social networks-Virtual Social Networks- Behavior.

Introduction

The new informative media and particularly internet, bring about renovation for the social processes. This technology has eclipsed all aspects of people's lives(-Jalangard,1384,p3). Bill Gates believes that the elements of humans behaviors will be formed under the effects of the modern virtual networks in which TV's and computers are connected to a smart global network and these networks are the backbone of our social structure(Karizi,1381,p329).[2]

Problem Expression

Since these days, a lot of people, especially young ones, are widely using social networks, then taking such networks into account by parents and cultural-social authorities in order to make right decisions and proper plans is needed.

Students can make many changes and in many cases they even orient and handle these changes. So it is necessary to provide the university with Iranian –Islamic culture and life style so as to let young ones have their own effects in the best way.[1]

Significance of the study

Information technology and related sciences are growing so fast that adapting humans and cultures with this technology would take a lot of time. These technologies have both nationally and internationally deep effects on different dimensions of personal and social lives. As technologies are widely growing, they will play a more important role in our lives in the future. Virtual networks represent a large amount of information and create different meaningful forms.

One might be baffled when they confront such a huge world of information and a plethora of sources. The more obvious factors in this ground include the loss of time and place and the role of virtual networks. [1]

The goals of study (Main goals- subordinate goals)

The general goal

-Studying the relationship between social networks and students' behavior.

Subordinate goals

1-Studying the relationship between social networks and students'identity.

2- Studying the relationship between social networks and students'getting information and the rumors.

3- Studying the relationship between social networks and students'rationalism.

4- Studying the relationship between social networks and students'life style.

5- Studying the relationship between social networks and students'spare time.

6- Studying the relationship between social networks and students'religions rituals and ceremonies.

7- Studying the relationship between social networks and students'interaction with family.

8- Studying the relationship between social networks and students' education.

9- Studying the relationship between social networks and students'employment and economical activities.

10- Studying the relationship between social networks and students'honesty.

The questions of the study(Main question - subordinate question)

The Main question

-Do social networks have any relationship with students' behavior?

Subordinate questions

1- Do social networks have any relationship with students' identity?

2-Do social networks have any relationship with students' getting information and the rumors?

3-Do social networks have any relationship with students' rationalism?

4-Do social networks have any relationship with students' life style?

5-Do social networks have any relationship with students' spare time?

6-Do social networks have any relationship with students' religions rituals and ceremonies?

7-Do social networks have any relationship with students' interaction with family?

8-Do social networks have any relationship with students' education?

9-Do social networks have any relationship with students' employment and economical activities?

10-Do social networks have any relationship with students' honesty?

The hypotheses of the study

The Main hypothesis

-There is a meaningful relationship between social networks and students' behavior.

Subordinate hypotheses

1-There is a meaningful relationship between social networks and students' identity.

2-There is a meaningful relationship between social networks and students' getting information and the rumors.

3-There is a meaningful relationship between social networks and students' rationalism.

4-There is a meaningful relationship between social networks and students' life style.

5-There is a meaningful relationship between social networks and students' spare time.

6-There is a meaningful relationship between social networks and students' religions rituals and ceremonies.

7-There is a meaningful relationship between social networks and students' interaction with family.

8-There is a meaningful relationship between social networks and students' education.

9-There is a meaningful relationship between social networks and students' employment and economical activities.

10-There is a meaningful relationship between social networks and students' honesty.

Conceptual model of research

-The independent variable: social network
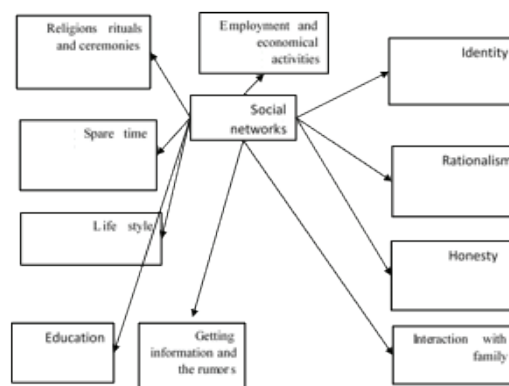
-The dependent variable: students' behavior

Figure1: Conceptual model of research(SourceJabbari, 1391)

Research Methodology

The method to analyze the information is meeting the requirements and for the hypotheses, Test "T" was used and the effects of social networks on students' behavior are measured using a regression.

The method of gathering information

Regarding its goals, this is an applied study encompassing a descriptive research which includes surveying and practical studies as well. In this paper, the methods to collect information are through a questionnaire and "Likert Spectrum".

Statistical population

The population here is the students ofKashan Azad University, who study in different grades of upper- diploma,(second- year undergraduate), undergraduate, post graduate and Ph.D.

At the moment the total number of students in this university is 4500.

Sampling and the sample volume

In this study, the sampling method is a simple categorized random one and to measure the sample volume in each

category, "Kokaran Formula" is used as follows:

$$n=(N*Z_{(\alpha/2)}^2*\delta^2)/(\varepsilon^2 (N-1)+Z_{(\alpha/2)}^2*\delta^2) \quad (1)$$

Where,δ= 0.667, 1.96=$Z_{(\alpha/2)}$andN is the total number of population and ε is accurately 0.09.
The sample volume here, using Kokaran Formula is 201 people out of which 25 questionnaire had no validity, so 176 questionnaires are studied.

The questionnaire validity
The test validity is characterized as a means to measure the criterion for which the test has been conducted and it includes the apparent validity and content validity.
-Apparent validity: It demonstrates the correctness of the questionnaire. Each questionnaire should at least have the apparent validity.
-Content validity: the quality and quantity of the questions are evaluatedby the experts. The content of atest should be validatedby the expertsof that field.

The questionnaire stability
The validity and stabilityof the questionnaire are qualified through Crounbach's Alpha.
When the coefficient of Crounbach's Alpha is more than 0.7, the questionnaire is enjoying a high validity and the coefficient of Crounbach's Alpha here is acquired 0.9 according to SPSS.

Data analysis
To analyze the data here, we used the application"SPSS", version 22.The tools here to collect data is questionnaire. In order to gather questionsfor the questionnaire, we first conducted librarystudies. For this, we studied those articles which focused mainly on the effects of social networks on different things. In the next step, Persian and English questionnaires related to social networks were studied. Afterward, each of the dependentVariables were one by one studied through a separate standard questionnaire, for example the questionnaires related to identity, honesty, spare time … and the questions were selected based on the relationship they have with social networks. Then they were validated by the experts.
As we were studying English questionnaires as sources of research, we noticed versatile questions such as Yes or No questions, some questions on the basis of Likert Scale and also multiple choice questions.
To calculate the normally of sample, we used Kolmogorov-Smirnov (KS) Test. First KS test was conducted on 10 dependent variables to measure the normally, then we applied "one sample t-test", next we analyzed the information with an emphasis over the hypotheses of model T and finally we used a regression to see the effects of the variables.

The analysis of the questionnaire
In order to have a normal distribution, KS Test was conducted. To choose a correct test to analyze the hypotheses, we should first make sure that there is a normal distribution to be tested.
Parameterictests are prerequisite to the normally of distribution.
To study the statistical distribution of variables, we use some tests known as goodness of fit.KS Test is a kind of goodness of fit tests.
In the step, KS Test is conducted for all the indices.
Since p-value is less than signification level(0.05), the distribution is not normal and it's non-normal. In the following table, all the behavioral factors(dependent variables) are considered. (Table 1. Kolmogorov-Smirnov Test for normal distribution. Refer to page10)

T-test
One sample t-test or the averageof population is used for quantitative variables. First we conduct one sample T-test for every single of variables (dependent variables) and for social networks(independent variables). Thistest is used to see if social networks have any effects on students' behavioral factors. If the average of each variable is higher than a certain amount, that variable is considered as an effective one.
Sig< 0.0
Sig> 0.05

$$(2)$$

H0: Reject
H1: Not Reject

If sig(signification level) is less than 0.05, the hypothesis is rejected and not approved.
Is sig is higher than 0.05, the hypothesis is confirmed and approved.

Hypothesis 1: There is a significativerelationship between social networks and students'identity.
-H0: There is no a significative relationship between social networks and students' identity.
-H1: There is a significative relationship between social networks and students' identity.(Table 2. Average and standard deviation of identity, Refer to page 10& Table 3. T-test, Refer to page 11.)
Because the sig is less than 0.05, so the hypothesis H0 is rejected and there is a significative relationship between social networks and students' identity.
Regarding the upper and lower limits (amounts), when the upper and lower levels are positive, the average is higher than the certain amount of thetest which is, in this

case, zero.

When the upper and lower limits are negative, the average is less than the certain amount of the test.

When the lower level is negative and the upper level is positive, then the average has got no significant difference with the certain amount of the test.

Hypothesis 2: There is a significative relationship between social networks and students' lifestyle.

-H0: There is no a significative relationship between social networks and students' lifestyle.

-H1: There is a significative relationship between social networks and students' lifestyle.

Because the sig is less than 0.05, so the hypothesis H0 is rejected and there is a significative relationship between social networks and students' lifestyle.

Regarding the upper and lower limits (amounts), when the upper and lower levels are positive, the average is higher than the certain amount of the test which is, in this case, zero. (Table 4. Average and standard deviation of lifestyle, Refer to page 11& Table 5. T-test, Refer to page 11.)

Hypothesis 3: There is a significative relationship between social networks and students' religions rituals and ceremonies.

-H0: There is no a significative relationship between social networks and students' religions rituals and ceremonies.

-H1: There is a significative relationship between social networks and students' religions rituals and ceremonies.

Because the sig is less than 0.05, so the hypothesis H0 is rejected and there is a significative relationship between social networks and students' Religions rituals and ceremonies.

Regarding the upper and lower limits (amounts), when the upper and lower levels are positive, the average is higher than the certain amount of the test which is, in this case, zero. (Table 6. Average and standard deviation of Religions rituals and ceremonies, Refer to page 11&Table 7. T-test, Refer to page 11.)

Hypothesis 4: There is a significative relationship between social networks and students' employment and economical activities.

-H0: There is no a significative relationship between social networks and students' employment and economical activities.

-H1: There is a significative relationship between social networks and students' employment and economical activities.

Because the sig is less than 0.05, so the hypothesis H0 is rejected and there is a significative relationship between social networks and students' Employment and econom-

ical activities.

Regarding the upper and lower limits (amounts), when the upper and lower levels are positive, the average is higher than the certain amount of the test which is, in this case, zero.(Table 8. Average and standard deviation of Employment and economical activities, Refer to page 12& Table 9. T-test, Refer to page 12.)

Hypothesis 5: There is a significative relationship between social networks and students' getting information and the rumors.

-H0: There is no a significative relationship between social networks and students' getting information and the rumors.

-H1: There is a significative relationship between social networks and students' getting information and the rumors.

Because the sig is less than 0.05, so the hypothesis H0 is rejected and there is a significative relationship between social networks and students' Getting information and the rumors.

Regarding the upper and lower limits (amounts), when the upper and lower levels are positive, the average is higher than the certain amount of the test which is, in this case, zero.(Table 10. Average and standard deviation of Getting information and the rumors, Refer to page 13& Table 11. T-test, Refer to page 13.)

Hypothesis 6: There is a significative relationship between social networks and students' education.

-H0: There is no a significative relationship between social networks and students' education.

-H1: There is a significative relationship between social networks and students'Education.

Because the sig is less than 0.05, so the hypothesis H0 is rejected and there is a significative relationship between social networks and students' education.

Regarding the upper and lower limits (amounts), when the upper and lower levels are positive, the average is higher than the certain amount of the test which is, in this case, zero.(Table 12. Average and standard deviation of Education, Refer to page 13& Table 13. T-test, Refer to page 13.)

Hypothesis 7: There is a significative relationship between social networks and students' interaction with family.

-H0: There is no a significative relationship between social networks and students' interaction with family.

-H1: There is a significative relationship between social networks and students'interaction with family.

Because the sig is less than 0.05, so the hypothesis H0 is

rejected and there is a significative relationship between social networks and students' Interaction with family.

Regarding the upper and lower limits (amounts), when the upper and lower levels are positive, the average is higher than the certain amount of the test which is, in this case, zero.(Table 14. Average and standard deviation of Interaction with family. Refer to page 13& Table 15. T-test, Refer to page 13)

Hypothesis 8: There is a significative relationship between social networks and students' honesty.

-H0: There is no a significative relationship between social networks and students' honesty.

-H1: There is a significative relationship between social networks and students' honesty.

Because the sig is less than 0.05, so the hypothesis H0 is rejected and there is a significative relationship between social networks and students' Honesty.

Regarding the upper and lower limits (amounts), when the upper and lower levels are positive, the average is higher than the certain amount of the test which is, in this case, zero.(Table 16. Average and standard deviation of Honesty, Refer to page 14& Table 17. T-test, Refer to page 14)

Hypothesis 9: There is a significative relationship between social networks and students' rationalism.

-H0: There is no a significative relationship between social networks and students' rationalism.

-H1: There is a significative relationship between social networks and students'rationalism.

Because the sig is less than 0.05, so the hypothesis H0 is rejected and there is a significative relationship between social networks and students' Rationalism.

Regarding the upper and lower limits (amounts), when the upper and lower levels are positive, the average is higher than the certain amount of the test which is, in this case, zero.(Table 18. Average and standard deviation of Rationalism, Refer to page 14& Table 19. T-test, Refer to page 15)

Hypothesis 10: There is a significative relationship between social networks and students' spare time.

-H0: There is no a significative relationship between social networksand students' sparetime.

-H1: There is a significative relationship between social networks and students'spare time.

Because the sig is less than 0.05, so the hypothesis H0 is rejected and there is a significative relationship between social networks and students' spare time.

Regarding the upper and lower limits (amounts), when the upper and lower levels are positive, the average is higher than the certain amount of the test which is, in this

case, zero.(Table 20. Average and standard deviation of Spare time, Refer to page 15& Table 21. T-test, Refer to page 15)

Regression

Here we are looking for an estimation of a mathematical relationship based on its analysis through which we can calculate the amount of an unknown variable using a known variable orvariables.

In calculating the regression, we first should evaluate the significative level of each coefficient which is already done in the following AnovaTable.

Then we evaluate the significative level of every single coefficient of independent variables and this is done through the coefficient table. In the coefficient table, in the column b or B, we have the constant and the regression coefficient of independent variables, respectively.

So the regression equation is written as follows:

Spare time=-.596+1.191(social networks)

 In the table (22) the mount of Beta or the standardized coefficient is used to compare the effects of independent variables on dependent variables, and here with a change of 1 unit in social networks, we have a change equal to 0.549 in the spare time.(Table 22. Regression of effect of social networks on the spare time &

Table 23. Regression of effect of social networks on the identity &

 Table 24. Regression of effect of social networks on the Interaction with family&

 Table 25. Regression of effect of social networks on the lifestyle&

Table 26. Regression of effect of social networks on the education&

 Table 27. Regression of effect of social networks on the employment and economical activities&

Table 28. Regression of effect of social networks on the getting information and the rumors&

Table 29. Regression of effect of social networks on religionsrituals and ceremonies&

Table 30. Regression of effect of social networks on the rationalism. Table 31. Regression of effect of social networks on the honesty, Refer to pages 15, 16,17,18)

In the table (23), with a change of 1 unit in social networks, there is a change of 0.696 in identity.

In the table(24), with a change of 1 unit in social networks, there is a change of 0.466 in Interaction with family.

In the table(25), with a change of 1 unit in social networks, there is a change of 0.782 in lifestyle.

In the table(26), with a change of 1 unit in social networks, there is a change of 0.628 in education.

In the table(27), with a change of 1 unit in social networks, there is a change of 0.515 in Employment & eco-

nomical activities.

In the table(28), with a change of 1 unit in social networks, there is a change of 0.427 in getting information and the rumors.

In the table(29), with a change of 1 unit in social networks, there is a change of 0.454 inreligions rituals & ceremonies.

In the table(30), with a change of 1 unit in social networks, there is a change of 0.333 in rationalism.

In the table(31), with a change of 1 unit in social networks, there is a change of 0.488 in honesty.

The statistics in the above table show that social networks have a higher effect on the students' lifestyle with a standardized coefficient (Beta)=0.79 than all the other behavioral factors. After Lifestyle, social networks have effects in order, respectively as follows: 2- identity with a Beta coefficient (0.69) 3- training (0.62) 4- spare time(0.54) 5- employment and economical activities(0.51) 6- honesty(0.48) 7- interaction with family (0.64) 8- religions rituals and ceremonies(0.45) 9- getting information and the rumors (0.42), 10- rationalism(0.33).

Result of hypothesis of research
The main hypothesis
- There is a significant relationship between social networks and students' behaviors.

Because the significant level (sig) is less than 0.05, so H0 is rejected and there is a significant relationship between social networks and students' behavior and the main hypothesis is confirmed.

Subordinate hypotheses
1- There is a significant relationship between social networks and students' identity. Because the significant level (sig) is less than 0.05, so H0 is rejected and there is a significant relationship between social networks andstudents' identity and the hypothesis is confirmed.

2- There is a significant relationship between social networks and students' lifestyle. Because the significant level (sig) is less than 0.05, so H0 is rejected and there is a significant relationship between social networks and students' lifestyle and the hypothesis is confirmed.

3- There is a significant relationship between social networks and students' religions rituals and ceremonies. Because the significant level (sig) is less than 0.05, so H0 is rejected and there is a significant relationship between social networks and students' religions rituals and ceremonies and the hypothesis is confirmed.

4- The main hypothesis: There is a significant relationship between social networks and students' employment and economical activities. Because the significant level (sig) is less than 0.05, so H0 is rejected and there is a signifi-

cant relationship between social networks and students' employment and economical activities and the hypothesis is confirmed.

5- There is a significant relationship between social networks and students' getting information and the rumors. Because the significant level (sig) is less than 0.05, so H0 is rejected and there is a significant relationship between social networks and students' getting information and the rumorsand the hypothesis is confirmed.

6- There is a significant relationship between social networks and students' education. Because the significant level (sig) is less than 0.05, so H0 is rejected and there is a significant relationship between social networks and students' education and the hypothesis is confirmed.

7- There is a significant relationship between social networks and students' interaction with family. Because the significant level (sig) is less than 0.05, so H0 is rejected and there is a significant relationship between social networks and students' interaction with familyand the hypothesis is confirmed.

8- There is a significant relationship between social networks and students' honesty. Because the significant level (sig) is less than 0.05, so H0 isrejected and there is a significant relationship between social networks and students' honesty and the hypothesis is confirmed.

9- There is a significant relationship between social networks and students' rationalism. Because the significant level (sig) is less than 0.05, so H0 is rejected and there is a significant relationship between social networks and students' rationalism and the hypothesis is confirmed.

10- There is a significant relationship between social networks and students' spare time. Because the significant level (sig) is less than 0.05, so H0 is rejected and there is a significant relationship between social networks and students' spare time and the hypothesis is confirmed.

Answer to the questions of the study
Main question
Do social networks have any relationship with students' behavior?

Regarding the signification level(sig) which is less than 0.05, there is a relationship between social networks and students' behavior.

The Spearmans' rank correlation isused for the ranking between variables and in non-normed distribution. The correlation coefficient shows the relationship between two variables. This coefficient is between +1 and -1.

"+1" shows that the correlation is positive and complete, which means the effect of a variable brings about an increase in another variable(The relationship is direct and positive) and "-1" showsthat the correlation is negative and complete, which means the effect of a variable brings about an decrease in another variable(The relationship is

indirect or reversed and negative) and zero correlation means there is no relationship between the two variables. Thus, there is a direct relationship between social networks and students' behavior and the correlation is positive and complete. (Table 32, Refer to page 19)

Subordinate questions

1-Do social networks have any relationship with students' identity?

According to the level of significance level (sig) = 0, which is less than 0.05, there is a correlation between the social network and students' identity. Correlation coefficient of + 1 indicates that the correlation is positive and complete, ie the effect of a variable increases the other variable (the relationship is direct and positive) and Correlation Coefficient = 0.6 indicates that the intensity of the relationship is strong.

2-Do social networks have any relationship with students' rationalism?

According to the level of significance level (sig) = 0, which is less than 0.05, there is a correlation between the social network and the students' rationalism. Correlation coefficient of + 1 indicates that the correlation is positive and complete, that is, the effect of a variable increases the other variable (the relationship is direct and positive) and Correlation Coefficient = 0.2 indicates that the intensity of the relationship is weak.

3-Do social networks have any relationship with students' honesty?

Due to the level of significance level (sig) = 0, which is less than 0.05, there is a correlation between the social network and students' honesty. Correlation coefficient of + 1 indicates that the correlation is positive and complete, ie the effect of a variable increases the other variable (the relationship is direct and positive) and Correlation Coefficient = 0.4 indicates that the intensity of the relationship is moderate.

4-Do social networks have any relationship with students' lifestyle?

According to the significance level (sig) = 0, which is less than 0.05, there is a correlation between the social network and the student's lifestyle. Correlation coefficient of + 1 indicates that the correlation is positive and complete, ie the effect of a variable increases the other variable (the relationship is direct and positive) and Correlation Coefficient = 0.6 indicates that the intensity of the relationship is strong.

5-Do social networks have any relationship with students' spare time?

According to the significance level (sig) = 0, which is less than 0.05, there is a correlation between the social network and the student's spare time. Correlation coefficient of + 1 indicates that the correlation is positive and complete, ie the effect of a variable increases the other variable (the relationship is direct and positive) and Correlation Coefficient = 0.6 indicates that the intensity of the relationship is relatively strong.

6-Do social networks have any relationship with students' religions rituals and ceremonies?

Due to the level of significance (sig) = 0, which is less than 0.05, there is a correlation between the social network and students'religions rituals and ceremonies. Correlation coefficient of + 1 indicates that the correlation is positive and complete, ie the effect of a variable increases the other variable (the relationship is direct and positive) and Correlation Coefficient = 0.4 indicates that the intensity of the relationship is moderate.

7-Do social networks have any relationship with students' interaction with family?

According to the significance level (sig) = 0, which is less than 0.05, there is a correlation between the social network and students' interaction with family. Correlation coefficient of + 1 indicates that the correlation is positive and complete, ie the effect of a variable increases the other variable (the relationship is direct and positive) and Correlation Coefficient = 0.4 indicates that the intensity of the relationship is moderate.

8-Do social networks have any relationship with students' employment and economical activities?

According to the significance level (sig) = 0, which is less than 0.05, there is a correlation between the social network and students' employment and economical activities. Correlation coefficient of + 1 indicates that the correlation is positive and complete, ie the effect of a variable increases the other variable (the relationship is direct and positive) and Correlation Coefficient = 0.4 indicates that the intensity of the relationship is moderate.

9-Do social networks have any relationship with students' education?

According to the significance level (sig) = 0, which is less than 0.05, there is a correlation between the social network and students' education. Correlation coefficient of + 1 indicates that the correlation is positive and complete, ie the effect of a variable increases the other variable (the relationship is direct and positive) and Correlation Coefficient = 0.5 indicates that the intensity of the relationship is relatively strong.

10-Do social networks have any relationship with students' getting information and the rumors?

According to the significance level (sig) = 0, which is less than 0.05, there is a correlation between the social network and students' getting information and the rumors. Correlation coefficient of + 1 indicates that the correlation is positive and complete, ie the effect of a variable increases the other variable (the relationship is direct and positive) and Correlation Coefficient = 0.3 indicates that the intensity of the relationship is fairly moderate.

Conclusion

Since the current age is the age of information, virtual communications and the termination of time and place limits, all and all through social networks, then social networks have a major effect on lifestyle, opinions, sights, beliefsand identity of the youth. It seems that giving information to the young people and making them aware of social networks and also supervising over social networks can be the two fundamental recommendations to the authorities of virtual networks so as to provide young people with healthy and stress less lifestyle through thefacilities and changes given by the social networks and to save them from the whole threats of social networks. An efficient presence in social networks is the urgent need of today and tomorrow is for sure late. Based on the acquired results, 45.61% of social networks have positive effect on the youth's personal lives and 14.04% have negative effect and 40.35% have no effects.

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Attachment

Attachment

Table 1. Kolmogorov-Smirnov Test for normal distribution.

One-Sample Kolmogorov-Smirnov Test

	N	Normal Parameters[a,b] Mean	Std. Deviation	Most Extreme Differences Absolute	Positive	Negative	Test Statistic	Asymp. Sig. (2-tailed)
Social networks	176	3.41	.353	.055	.055	-.047	.055	.200c,d
Rationalism	176	3.15	.803	.082	.075	-.082	.082	.006c
Honesty	176	3.73	.681	.110	.058	-.110	.110	.000c
Interaction with family	176	3.73	.915	.082	.082	-.073	.082	.006c
Education	176	3.56	.622	.093	.058	-.093	.093	.001c
Getting information and the rumors	176	3.74	.577	.133	.083	-.133	.133	.000c
Employment & economical activities	176	3.64	.599	.079	.063	-.079	.079	.010c
Religions rituals and ceremonies	176	3.71	.669	.069	.042	-.069	.069	.042c
Life style	176	3.23	.509	.056	.056	-.043	.056	.200c,d
Identity	176	3.33	.596	.087	.087	-.046	.087	.002c
Spare time	176	3.47	.766	.114	.067	-.114	.114	.000c

Table 2. Average and standard deviation of identity.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Identity	176	3.33	.596	.045
Social network	176	3.41	.353	.027

Table 3. T-test.

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
			Test Value = 0			
Identity Social network	74.082	175	.000	3.326	3.24	3.41
	128.255	175	.000	3.411	3.36	3.46

	t	Sig. (2-tailed)	Mean Difference	Lower	Upper
Life style Social network	84.147	.000	3.228	3.15	3.30
	128.255	.000	3.411	3.36	3.46

Table 6. Average and standard deviation of Religions rituals and ceremonies.

Table 4. Average and standard deviation of lifestyle.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Life style Social network	176	3.23	.509	.038
	176	3.41	.353	.027

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Religions rituals & ceremonies Social network	176	3.71	.669	.050
	176	3.41	.353	.027

Table 5. T-test.

One-Sample Test

Test Value = 0

Table 7. T-test.

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Religions rituals & ceremonies	73.567	175	.000	3.712	3.61	3.81
Social network	128.255	175	.000	3.411	3.36	3.46

Table 9. T-test.

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Employment & economical activities	80.655	175	.000	3.639	3.55	3.73
Social network	128.255	175	.000	3.411	3.36	3.46

Table 10. Average and standard deviation of Getting information and the rumors.

Table 8. Average and standard deviation of Employment and economical activities.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Employment & economical activities	176	3.64	.599	.045
Social network	176	3.41	.353	.027

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Getting information and the rumors	176	3.74	.577	.043
Social network	176	3.41	.353	.027

Table 11. T-test.

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Getting information Social network and the rumors	86.049	175	.000	3.740	3.65	3.83
	128.255	175	.000	3.411	3.36	3.46

Table 12. Average and standard deviation of Education.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Education Social network	176	3.56	.622	.047
	176	3.41	.353	.027

Table 13. T-test.

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Education Social network	75.941	175	.000	3.560	3.47	3.65
	128.255	175	.000	3.411	3.36	3.46

Table 14. Average and standard deviation of Interaction with family.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Interaction with family Social network	176	3.73	.915	.069
	176	3.41	.353	.027

Table   15.   T-test.

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Differenc	Lower	Upper
Interaction with family Social network	54.042	175	.000	3.726	3.59	3.86
	128.255	175	.000	3.411	3.36	3.46

Table 16. Average and standard deviation of Honesty.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Honesty	176	3.73	.681	.051
Social network	176	3.41	.353	.027

Table 17. T-test.

One-Sample Test

			Test Value = 0			
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Honesty	72.717	175	.000	3.733	3.63	3.83
Social network	128.255	175	.000	3.411	3.36	3.46

Table 18. Average and standard deviation of Rationalism.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Rationalism	176	3.15	.803	.061
Social network	176	3.41	.353	.027

Table 19. T-test.

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Spare time	60.061	175	.000	3.467	3.35	3.58
Social network	128.255	175	.000	3.411	3.36	3.46

One-Sample Test
Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Rationalism	52.044	175	.000	3.149	3.03	3.27
Social network	128.255	175	.000	3.411	3.36	3.46

Table 20. Average and standard deviation of Spare time.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Spare time	176	3.47	.766	.058
Social network	176	3.41	.353	.027

Table 21. T-test.

One-Sample Test
Test Value = 0

	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper

Table 22. Regression of effect of social networks on the spare time.

Coefficientsᵃ

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1					
Spare time	-.596	.472		-1.263	.208
Social network	1.191	.138	.549	8.658	.000

a. Dependent Variable: Spare   time

Table 23. Regression of effect of social networks on the identity.

Coefficientsᵃ

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	-.681	.315		-2.159	.032

	B	Std. Error	Beta	t	Sig.
Social network	1.175	.092	.696	12.779	.000

a. Dependent Variable: Identity

	B	Std. Error	Beta	t	Sig.
Social network	1.129	.068	.782	16.574	.000

a. Dependent Variable: Lifestyle

Table 24. Regression of effect of social networks on the Interaction with family.

Table 26. Regression of effect of social networks on the education.

Coefficients^a

Coefficients^a

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 Interaction with family	-.398	.596		-.667	.505
Social network	1.209	.174	.466	6.954	.000

a. Dependent Variable: Interaction with family

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 Education	-.214	.357		-.599	.550
Social network	1.106	.104	.628	10.635	.000

a. Dependent Variable: Education

Table 25. Regression of effect of social networks on the lifestyle.

Table 27. Regression of effect of social networks on the employment & economical activities.

Coefficients^a

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 Life style	-.622	.234		-2.662	.008

Coefficients^a

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.

Model		B	Std. Error	Beta	t	Sig.
1	:Employment & economical activities	.662	.378		1.749	.082
	Social network	.873	.110	.515	7.915	.000

a. Dependent Variable: Employment & economical activities

Table 28. Regression of effect of social networks on the getting information and the rumors.

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	Getting information & the rumors	1.360	.384		3.540	.001
	Social network	.698	.112	.427	6.228	.000

a. Dependent Variable: Getting information and the rumors

Table 29. Regression of effect of social networks on religions rituals & ceremonies.

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	Religions rituals & ceremonies	.775	.439		1.763	.080
	Social network	.861	.128	.454	6.719	.000

a. Dependent Variable: Religions rituals & ceremonies

Table 30. Regression of effect of social networks on the rationalism.

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	Rationalism	.561	.558		1.006	.316

| | Social network | .759 | .163 | .333 | 4.666 | .000 |

a. Dependent Variable: Rationalism

Table 31. Regression of effect of social networks on the honesty.

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Honesty	.517	.438		1.181	.239
	Social network	.943	.128	.488	7.384	.000

a. Dependent Variable: Honesty

Table 32. Social networking and behavioral correlations

Spearman's rho	Rationalism (sig)	Honesty (sig)	Identity (sig)	Spare time (sig)	Life style (sig)	Religions rituals (sig)	Interaction family (sig)	Employment (sig)	Education (sig)	Getting information (sig)	Social network (sig)
Rationalism	﹨										
Honesty	.409** .000	﹨									
Identity	-.071 .349	-.052 .493	﹨								
Spare time	.102 .179	.170* .024	.576** .000	﹨							
Life style	-.018 .810	.131 .084	.321** .000	.411** .000	﹨						
Religions rituals	.305** .000	.331** .000	.085 .264	.190* .012	.126 .095	﹨					
Interaction with family	.402** .000	.530** .000	-.004 .955	.107 .157	.160* .034	.327** .000	﹨				
Employment	.041 .588	.198** .008	.241** .001	.280** .000	.299** .000	.240** .001	.055 .465	﹨			
Education	.087 .249	.199** .008	.408** .000	.459** .000	.334** .000	.243** .001	.132 .081	.378** .000	﹨		
Getting information	.048 .526	.262** .000	.098 .196	.173* .022	.251** .001	.304** .000	.184* .014	.332** .000	.303** .000	﹨	
Social network	.284** .000	.444** .000	.668** .000	.739** .000	.513** .000	.423** .000	.473** .000	.469** .000	.593** .000	.372** .000	﹨

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).