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**The Impact of the Internet on the Social and Spiritual Values of
Students: Case Study of First-Year Students of English at
Dr.MoulayTahar University,Saida**

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Declaration of Originality

I declare that this research titled “The Impact of the Internet on Social and Spiritual Values of First-Year Students of English: A Case Study” is my own original work. It does not include any material that has been previously published or written by someone else, nor has it been submitted for any other degree or qualification at any university or institution. All sources and references used have been properly acknowledged.

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DEDICATION

I dedicate this humble work to my dear parents,
who always supported me with love and patience.

To my beloved children, who gave me strength throughout this journey.

To my husband, for his constant understanding and encouragement.

To my brother and sisters, for their support and presence in every step.

To my dear uncle, for his care, concern, and continuous motivation.

And to everyone who helped me, guided me, or believed in me during this journey thank
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ABSTRACT

This research investigates the impact of the Internet on the social and spiritual values of first-year English language students at Saida University. As the Internet becomes an essential part of students' academic, personal, and social lives, it also plays a role in shaping their attitudes, behaviors, and value systems. The study was conducted to understand whether Internet use strengthens or weakens students' sense of community, social responsibility, respect, faith, and religious practices. It also seeks to explore how students balance their online lives with their personal beliefs and cultural norms. To achieve these aims, the researcher used a mixed-methods approach, combining quantitative data from questionnaires with qualitative insights from interviews. The participants were selected from the first-year English language student population, and the research tools focused on measuring the frequency, purpose, and content of Internet use, as well as any perceived changes in values. The results indicate that Internet use has both positive and negative effects. On one hand, it enhances students' access to information, learning opportunities, and global awareness. On the other hand, it sometimes leads to reduced face-to-face interactions, weakened family ties, and lower engagement in religious activities. Some students reported feeling distracted from spiritual practices due to excessive screen time or exposure to conflicting ideologies online. The study analyzes these findings in light of theoretical frameworks such as Cultivation Theory and uses and Gratifications Theory and compares them with previous studies in both Arabic and international contexts. Based on the results, the research provides practical recommendations for educators, families, and students to promote balanced and value-conscious Internet use. The study also highlights the need for further research on the long-term influence of digital life on youth identity and morality.

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GENERAL INTRODUCTION

General Introduction

In today's modern world, the internet has become an essential part of everyday life. It allows people to communicate, learn, work, and enjoy entertainment. For university students, the internet is especially important, helping them access information, stay connected with friends and family, and manage their studies. First-year university students of English, in particular, often rely on the internet as they begin their academic journey, using it to search for educational resources, attend online classes, and explore new interests. However, while the internet offers many benefits, it may also influence students' values, especially their social and spiritual ones.

Social values, such as respect, honesty, and kindness, guide how people behave in society, while spiritual values concern religion, faith, and inner peace. These values shape a person's character and behavior. Many young people are still developing these values when they enter university. Due to the vast amount of information online, students may adopt new ways of thinking or change their attitudes toward social and spiritual matters, often unconsciously. Thus, it is important to ask: Does internet use affect the social and spiritual values of first-year students of English?

This study aims to explore how internet usage might influence these important values, focusing on first-year English language students at Saida University. These students, new to university life, may be more susceptible to influence from the digital world. Many students spend several hours online daily, and their ideas and behaviors often reflect what they encounter online. Social media, for example, can encourage unhealthy comparisons or disrespectful behavior, while online content may promote materialistic ideas instead of faith-based ones.

The main problem this research seeks to address is whether internet use is changing students' core values. Are they becoming less respectful or less spiritually connected due to their online activities? This study will also explore whether the amount of time spent online correlates with these changes.

The objectives of the study are to understand how first-year students use the internet, identify the most common types of online activities, and explore the effects of internet use on both their social and spiritual values. The study is important because values shape a student's identity and future. If the internet is negatively impacting these values, it is crucial for educators and parents to be aware. The findings could help in creating awareness programs or guidelines on responsible internet use.

In summary, this study examined how the internet affected the values of first-year students and provided insights into the possible consequences of internet use on their social and spiritual development.

Based on the research questions, this study proposes the following hypotheses:

H1: There is a relationship between the amount of internet use and the social values of first-year students of English.

H2: There is a relationship between the amount of internet use and the spiritual values of first-year students of English.

This study is limited to first-year English language students at Saida University. It does not include students from other departments or academic levels. The results, therefore, reflect the specific experiences and behaviors of this group.

For clarity, some key terms in this study are defined as follows:

- **Internet use** refers to the time spent online and the types of activities students engage in, such as social media, research, entertainment, or communication.
- **Social values** include behaviors like respect, honesty, cooperation, and kindness in dealing with others.
- **Spiritual values** refer to religious beliefs, practices, faith, and a sense of inner peace or moral guidance.

Chapter one

Literature review

Introduction

Chapter One of this study presents the theoretical framework and sets the stage for understanding the impact of the internet on social and spiritual values, particularly among first-year university students of English. In this chapter, we will explore the core concepts central to this study, including the development and use of the internet, the nature of social and spiritual values, and the various factors that influence how these values are shaped within digital environments.

As a transformative force in contemporary society, the internet plays a crucial role in shaping the way individuals interact, communicate, and engage with the world around them. For first-year students at Saida University, the internet is not just a tool for academic pursuits; it also acts as a powerful space where social, cultural, and spiritual identities are formed and continuously influenced. This transitional period from high school to university marks a crucial stage in students' lives, during which their values, beliefs, and worldviews may undergo significant changes. Increased exposure to diverse perspectives, ideas, and digital content can have a profound impact on how these young adults see themselves and the world.

This chapter aims to provide a comprehensive understanding of how the internet intersects with students' social and spiritual values. It introduces key theoretical frameworks that help explain the relationship between media use and value formation, such as Cultivation Theory, Uses and Gratifications Theory, and Social Learning Theory. In addition, this chapter reviews relevant studies both local and international that have examined similar topics, highlighting their findings and research approaches.

By establishing this theoretical foundation, the chapter emphasizes the importance of investigating the internet's role in shaping students' values. It prepares the reader for the subsequent chapters, which will delve into the specific research questions, objectives, and methodologies of this study. Ultimately, the goal is to set the stage for a deeper exploration of how digital environments impact the moral and spiritual development of young adults in higher education.

1.1The Concept and Development of the Internet

The Internet is one of the greatest inventions of the modern age. It has changed how people live, learn, and communicate with each other. Today, it is almost impossible to imagine life without it. The development of the Internet was a gradual process that began in the 1960s, when the United States government launched a project known as ARPANET. This initiative aimed to enable computers to communicate with each other even in cases of system failure or disconnection. Initially, ARPANET was mainly utilized by researchers and the military to exchange information securely and efficiently (Leiner et al., 1997).

The big change came in the early 1990s when a British scientist named Tim Berners-Lee developed the World Wide Web. This new system allowed people to share and find information easily through websites and web pages. Thanks to this invention, the Internet became something that everyone could use, not just scientists or computer experts. It began to appear in homes, schools, and businesses, changing how people found and shared information. With the creation of web browsers like Netscape and Internet Explorer, people could search, read, and share content online without needing technical skills.

Over the years, the Internet has grown very quickly. Mobile phones and wireless networks made it even easier to stay connected wherever you go. Today, people can use the Internet not only on computers but also on smartphones, tablets, and even smart TVs. According to the International Telecommunication Union (2023), more than 5.3 billion people over two-thirds of the world's population were using the Internet by the end of 2022. This number continues to grow every year as technology becomes more accessible.

The Internet has brought many advantages. It allows people to study from home, work remotely, and communicate instantly with family and friends. It also makes it easy to find any information you need with just a few clicks. But the Internet also brings some problems. Spending too much time online can lead to distractions, stress, and even harm to relationships and values. Research has shown that when young people spend too much time on the Internet, it can weaken their social bonds and reduce face-to-face communication, leading to negative effects on their well-being (Valkenburg & Peter, 2009). Other studies have also shown that using digital media too much can affect mental health, causing anxiety and stress (Rosen, 2019).

University students are some of the most active Internet users. They use it for studying, socializing, entertainment, and sometimes even for spiritual guidance. However, being connected all the time can also create problems. It can lead to less time spent with family and friends in real life and confusion about moral and cultural values. Studies show that while the Internet provides great tools for learning and connecting, it also makes it harder for students to build strong social relationships and can increase feelings of loneliness and anxiety (Valkenburg & Peter, 2009).

In short, the Internet has brought many positive changes to our lives. But it also creates new challenges, especially for young people. It is important for students and everyone else to learn how to use the Internet in a balanced and healthy way, so they can enjoy its benefits without losing touch with real-life relationships and values.

1.2The Internet in University Students' Lives

University students today are some of the most connected people in the world. They use the Internet every day for many different reasons. For most students, the Internet is not just a tool but an important part of their daily life. They use it to study, talk to friends, watch videos, and learn new things.

For schoolwork, students rely on the Internet to find information quickly and easily. They can search for articles, download materials, and watch videos related to their studies. Many universities now use online platforms to share lessons and assignments. Students can also take online classes, talk to their teachers by email or messaging apps, and work on group projects with classmates who are far away. This makes learning faster, easier, and more flexible. Students don't have to be in the same room or even the same country to work together.

But the Internet is not only for studying. It's also a way for students to stay in touch with family and friends. Social media platforms like Facebook, Instagram, TikTok, and WhatsApp are very popular. Students use them to share their thoughts and photos, stay updated on their friends' lives, and meet new people. They can connect with people from other countries and cultures, which helps them understand the world better.

However, spending too much time online can create problems. Some students might become addicted to social media or online games. They might stop meeting people in person and spend less time with family. This can make them feel lonely, anxious, or even depressed. When students replace real-life conversations with online chats, they might lose important social skills like listening and talking face-to-face. According to Smith (2022), excessive internet use among youth has been linked to a decline in interpersonal communication skills.

The Internet also affects students' personal and spiritual growth. It exposes them to new ideas, beliefs, and cultures. Some students use it to learn about religions, philosophies, or spiritual practices they never heard of before. While this can help them become more open-minded, it can also make them feel confused or uncertain about their own values. Sometimes, what they see online can make them question or even change their beliefs.

The Internet is a powerful tool that helps university students learn, communicate, and discover new things. But like any tool, it has to be used carefully. Too much time online or using it the wrong way can harm their social lives, mental health, and personal development. Students need to find a healthy balance so they can enjoy the benefits of the Internet while protecting their well-being and real-life relationships.

1.3Social Values: Meaning and Types

Social values are the ideas and beliefs that people in a society agree on about what is important and good. They guide how people act, treat each other, and make decisions every day. According to Schwartz (1994), social values are shared principles that influence behavior, social interaction, and the structure of society.

Social values help create a sense of belonging and order in families, schools, workplaces, and communities. When everyone shares similar values, it's easier for people to live and work together in harmony.

For example, in many cultures, values like honesty, kindness, respect, and fairness are very important. These values encourage people to be truthful, treat others politely, and help those in need. When people share these values, it builds trust and makes it easier to work together and support each other.

Although social values can differ from culture to culture, there are often some common values that most societies share. These include the importance of family, education, friendship, and helping others. But as the world changes and people connect more through technology and the Internet, some of these values are also changing or adapting. For example, younger generations might care more about freedom of speech, privacy online, or expressing themselves freely on the Internet.

Types of Social Values:

1. **Cultural Values:**

These values come from traditions, customs, and special practices of a group of people. They are usually taught by parents, grandparents, and the community, and they help people feel proud of their identity.

2. **Moral Values:**

These include values like honesty, fairness, and kindness. They help people know what is right and wrong and how to treat others with respect and fairness.

3. **Relational Values:**

These are about how people form and keep relationships. They include trust, loyalty, and respect qualities that make relationships stronger and more meaningful.

4. **Economic and Social Values:**

These deal with how people view work, money, and social status. In some cultures, people think that success means having a lot of money or a high-status job. In other cultures, success might mean having a happy family or helping the community.

The Internet's Impact on Social Values

The Internet has changed how people think about and practice social values, especially among young people. It connects people from different cultures and backgrounds, letting them share ideas and learn about each other. But it can also challenge traditional values. For example, younger generations who use social media a lot might care more about individual rights and personal freedom than about traditional rules or customs. This can sometimes cause disagreements between younger and older people.

Social media platforms like Facebook, Instagram, and TikTok have also changed how people share and express social values. Many people use these platforms to share personal stories, opinions, or support for causes they care about. This can help people feel connected and united. But social media can also create problems like unhealthy competition, jealousy, or unrealistic ideas about how people should look or live. For example, when people compare themselves to others online, it can make them feel less happy with their own lives.

Social values are the beliefs that guide how people live together and treat each other. They help build trust, create order, and make relationships stronger. But today, with the rise of the Internet and social media, these values are changing in some ways. It's important for everyone, especially young people, to understand these changes so they can use the Internet in ways that support positive values and good relationships in real life.

1.4 Spiritual and Religious Values: Meaning and Importance

Spiritual and religious values refer to the beliefs and practices that help people understand their purpose in life, their connection to a higher power, and how they relate to the world and others around them. These values are very important for many people, offering guidance on how to live a meaningful, ethical, and fulfilling life.

Spiritual values often go beyond the rules of a specific religion. They are about finding inner peace, understanding oneself better, showing compassion, and searching for deeper meaning. For example, many spiritual traditions encourage people to be kind, forgiving, and humble. Practices like meditation, prayer, or quiet reflection can help people feel connected to something greater than themselves, whether that's nature, a higher power, or a universal energy.

Religious values, on the other hand, are tied to the teachings of a specific religion. These include particular rules, rituals, and practices that help followers live according to their faith. For example:

- In **Christianity**, values like love, charity, forgiveness, and humility are central.
- In **Islam**, values like honesty, respect for parents, kindness, and generosity are highly important.
- In **Hinduism**, values such as non-violence (ahimsa), truthfulness, and devotion are emphasized.
- In **Buddhism**, values like compassion, mindfulness, and simplicity guide followers' lives.

These spiritual and religious values do more than shape people's personal lives. They also influence how they interact with others. When people share similar spiritual or religious beliefs, they often feel a strong sense of community and belonging. They support each other during hard times, celebrate together during joyful moments, and create close friendships and networks based on shared beliefs.

University students are in a period of life when they are often exploring new ideas and forming their own beliefs. Spiritual and religious values play a key role in this process. Many students find themselves questioning, reaffirming, or even changing their beliefs as they are exposed to different cultures and ideas. Some might join campus religious groups, attend spiritual retreats, or simply spend more time thinking about what they believe.

The **Internet** has a big role in this process too. On one hand, it's a powerful tool for learning about different religions and spiritual practices. Students can watch videos, read articles, join online communities, or talk to people from around the world about their spiritual experiences. For example, a student who is curious about meditation might join an online course or forum to learn more about it.

On the other hand, the Internet can also challenge students' spiritual or religious values. Sometimes they might see content online that questions their beliefs or makes them doubt

what they have been taught. For example, if a student grows up with strong religious values and sees people online making fun of those beliefs, they might start to feel confused or unsure. This can cause inner conflict, especially if they feel torn between what they see online and what they were taught by their family or community.

Another issue is that spending too much time online or on social media can take time away from personal spiritual practices. For example, if a student spends hours scrolling on social media every night, they might stop doing things that bring them peace and meaning, like prayer, reflection, or helping others in their community. Over time, this can make them feel less connected to their spiritual beliefs and lead to feelings of emptiness or stress. Spiritual and religious values are important for helping people find purpose and meaning in their lives. They help individuals live ethically and build strong relationships with others. For university students, these values are part of their journey of self-discovery and growth. The Internet can be a wonderful tool for exploring and deepening these values, but it can also bring challenges and questions that students need to navigate carefully. Ultimately, finding a balance between online activities and spiritual or religious practices can help students stay grounded and feel more fulfilled.

1.5 The Relationship between Internet Use and Value Change

The internet has dramatically reshaped nearly every aspect of modern life, influencing the way people think, interact, and form their values. This influence is especially profound among younger generations, such as university students, who are often the most engaged with online platforms and digital technologies. The internet provides a vast amount of information and connects people from all corners of the world, offering exposure to diverse cultures, ideas, beliefs, and social norms. As a result, the way people, especially students, perceive the world and develop their personal values has been significantly altered by the constant access to digital content.

One of the most important ways in which the internet affects values is through its ability to expose individuals to a wide variety of perspectives. The internet is home to countless websites, blogs, forums, and social media platforms that offer views on nearly every topic imaginable. This exposure allows users to access ideas and beliefs that may be radically different from those they were raised with. For example, a student who comes from a traditional cultural background may come across progressive ideas related to gender equality, human rights, or political freedoms while browsing social media. This exposure can challenge their existing values and force them to reconsider long-held beliefs. The more a student engages with these new perspectives, the more likely it is that their values may evolve or change.

Social media platforms like Facebook, Instagram, Twitter, and TikTok play a central role in this process. These platforms enable users to connect with people from around the world, share their thoughts, and engage in conversations on topics of personal interest. In doing so, social media exposes students to a vast array of ideas, lifestyles, and cultural norms. Through interactions with others, students can come into contact with opinions, beliefs, and values that they might never have encountered in their immediate social circles. This constant exposure to new ideas can lead to a shift in their values, as they begin to question their own beliefs and open their minds to alternative viewpoints.

For instance, a student who is used to a certain set of cultural norms may encounter content online that promotes acceptance of diverse lifestyles. As they engage with these topics, they may begin to see the world in a different light, adopting more inclusive and progressive values. Social media, in this way, becomes a platform for dialogue and personal reflection, where students can engage in discussions that help shape their worldview.

While the internet provides a platform for the exploration of diverse values, it also creates opportunities for individuals to reinforce and strengthen their existing beliefs. In the digital age, many people are drawn to content that aligns with their personal values, whether through following certain social media influencers, joining like-minded online communities, or engaging with content that reflects their own opinions. This phenomenon, known as "filter bubbles" or "echo chambers," can lead to the reinforcement of one's preexisting beliefs, limiting exposure to differing viewpoints and making it harder to engage with diverse perspectives. For example, a student who follows a particular political figure online may be exposed to only that figure's perspective and related content, leading them to develop a narrow understanding of complex issues.

This selective engagement with content can make it difficult for individuals to critically evaluate new information and may lead to the entrenchment of beliefs that are not open to change. As a result, students may develop a more rigid set of values, one that is not as flexible or open to adaptation in response to new ideas. In this sense, the internet can both promote and hinder value change, depending on how users engage with digital content.

The internet also serves as a platform for self-expression, where students can explore their identities and values in ways that were not possible in the past. Online forums, blogs, and social media accounts allow students to express their thoughts, experiences, and personal beliefs with a global audience. This sense of freedom can lead to greater self-reflection, as students engage in the process of defining who they are and what they stand for. Through interactions with others, students may gain a deeper understanding of their own values, which can lead to personal growth and the evolution of their belief systems.

For example, a student who is questioning their religious beliefs may use the internet to explore various philosophical or spiritual perspectives. They might watch videos, read articles, or participate in online discussions that challenge their traditional beliefs and offer new ways of thinking. This process of self-exploration can lead to a shift in values, as students discover new ideas that resonate with them and help shape their understanding of the world.

However, while the internet offers opportunities for personal growth, it can also expose students to harmful or negative influences that may lead to a distortion of values. One of the major concerns about the impact of the internet on values is the prevalence of unrealistic standards, particularly in the areas of beauty, success, and lifestyle. Social media platforms are often flooded with idealized images of people living perfect lives—whether through pictures of "perfect" bodies, glamorous vacations, or idealized career paths. These images can create pressure to conform to these standards, leading students to feel inadequate or dissatisfied with their own lives. The constant comparison to these idealized images can distort their values, making them place too much emphasis on external validation and material success, rather than internal fulfillment and genuine connection.

Moreover, the internet can contribute to the spread of misinformation and harmful ideologies, especially in spaces where users are anonymous or not held accountable for their actions. Online hate speech, trolling, and the promotion of extremist views are all examples of how the internet can negatively influence the values of individuals. For example, students may encounter content that promotes intolerance, racism, or misogyny, which can influence their attitudes toward certain groups of people. This can lead to the internalization of harmful values that contradict the principles of empathy, respect, and kindness.

Another concern is the impact of excessive internet use on face-to-face relationships and social skills. As students spend more time online, they may engage less in meaningful, in-person interactions with family and friends. This reduction in face-to-face communication can impact the development of essential social skills, such as empathy, active listening, and conflict resolution. As a result, students may struggle to form deep, meaningful connections with others, and their social values such as respect for others, cooperation, and community may become less pronounced.

Furthermore, the internet's rapid and often overwhelming flow of information can create confusion and stress for students trying to make sense of the world. With conflicting viewpoints and an abundance of opinions, students may find it challenging to form stable, coherent value systems. This information overload can lead to a sense of disorientation and uncertainty, as students struggle to determine which sources of information are reliable and which align with their personal beliefs.

The internet plays a complex and multifaceted role in shaping the values of university students. It offers a platform for exploring new ideas, connecting with others, and reflecting on personal beliefs. However, it also presents challenges, such as the reinforcement of existing biases, exposure to harmful content, and the promotion of unrealistic standards. For students to navigate the impact of the internet on their values, it is important for them to critically evaluate the content they encounter online, engage with diverse perspectives, and reflect on how their online experiences align with their personal beliefs. By doing so, they can harness the power of the internet to foster personal growth, broaden their horizons, and develop values that reflect empathy, open-mindedness, and respect for others.

1.6 Theoretical Approaches

Understanding the impact of the internet on university students' social and spiritual values requires grounding the analysis in relevant theoretical frameworks. These frameworks help explain how media consumption, especially through the internet, influences individuals' attitudes, behaviors, and beliefs. In this section, the researcher explores three key theoretical approaches that are central to understanding how the internet can shape the values of university students: Cultivation Theory, Uses and Gratifications Theory, and Social Learning Theory.

Cultivation Theory, developed by George Gerbner and Larry Gross in the 1970s, suggests that long-term exposure to media content can shape individuals' perceptions of reality. In the context of internet use, this theory helps explain how repeated engagement with online content such as social media posts, online videos, and digital news can gradually cultivate particular worldviews and social norms among university students. For example, if students are consistently exposed to content that emphasizes material success, personal appearance, or

individualism, they may begin to prioritize these values in their own lives. Over time, this can lead to a shift in their social and spiritual values, as they internalize the norms and ideals repeatedly presented to them through digital media.

Uses and Gratifications Theory offers a different perspective, focusing on the active role of media users in selecting content that meets their needs and desires. According to this theory, individuals use media to satisfy various personal, social, and psychological needs, such as seeking information, entertainment, social interaction, or personal identity. Applying this to university students' internet use, it becomes clear that their values may be influenced by the specific purposes for which they turn to online platforms. For example, students who seek community and belonging may gravitate towards online groups that reinforce their existing values, while those exploring new ideas might engage with content that challenges their beliefs and encourages self-reflection. Thus, the values that students develop are closely linked to the motivations behind their online behaviors.

Social Learning Theory, proposed by Albert Bandura, emphasizes the role of observation, imitation, and modeling in the learning process. When applied to the digital age, this theory highlights how students can learn and adopt new behaviors and values by observing others online. For instance, influential social media personalities and content creators can serve as role models, shaping how students view themselves and the world. If students see these online figures advocating for social justice, environmental responsibility, or spiritual well-being, they may be inspired to integrate similar values into their own lives. Conversely, exposure to negative or harmful behaviors online can also influence students to adopt values that are less constructive or socially beneficial.

Taken together, these theories provide a comprehensive lens through which to examine the complex interplay between internet use and the formation of social and spiritual values among university students. They highlight the importance of both the content students encounter and the ways in which they actively engage with it. By integrating these theoretical perspectives, researchers and educators can better understand how digital environments shape the values of young adults and consider strategies to support positive value development in the digital age.

1.6.1 Cultivation Theory

Cultivation Theory, first developed by George Gerbner in the 1960s, focuses on the long-term effects of media exposure on individuals. It posits that people who are exposed to media over extended periods gradually internalize the values, beliefs, and norms represented in that media. This internalization happens subtly over time, shaping the perceptions and attitudes of the viewers about their world, themselves, and others.

In the context of the internet, Cultivation Theory can explain how the constant consumption of digital content influences the way university students perceive various social norms and spiritual values. For instance, exposure to certain trends on social media or popular online platforms can reshape students' views on topics like individualism, materialism, or spirituality. Over time, these media portrayals can become internalized, influencing how students interact with others and form their own identity.

The theory suggests that students who frequently engage with certain types of online content such as lifestyle blogs, influencer posts, or YouTube videos may begin to see the ideals

presented in those mediums as normative or even aspirational. As a result, their worldview may shift to align more closely with the values and norms they are exposed to online. For example, if a student spends a lot of time engaging with content that promotes a secular lifestyle or a particular political ideology, they may begin to view these as ideal behaviors, which can ultimately reshape their social and spiritual values.

Moreover, the theory highlights how the cumulative impact of such digital media exposure can create a distorted or homogenized perception of social reality. When students are consistently exposed to certain narratives such as the glorification of consumerism, the normalization of instant gratification, or the emphasis on external appearances they may begin to accept these narratives as a reflection of what is important in life. This can have profound implications for how they approach their own social interactions, their goals, and even their sense of spiritual fulfillment.

For example, students who repeatedly watch vlogs about luxury lifestyles, fashion hauls, or curated images of “perfect” lives on Instagram may start to believe that material wealth and physical appearance are essential markers of personal success. As these images become more ingrained in their daily experiences, they might deprioritize values like humility, compassion, or spiritual well-being. In this way, the digital environment becomes a powerful space for cultivating a specific set of social and spiritual values that may be at odds with more traditional or holistic perspectives.

Importantly, Cultivation Theory also suggests that the impact of this exposure is often subtle and accumulative rather than immediate. This means that students may not even realize how their values are shifting, as the constant stream of content gradually shapes their assumptions about what is normal, desirable, or admirable. Consequently, understanding how the internet influences students’ values through this subtle, long-term process is crucial for educators, parents, and policymakers who seek to support young people in developing balanced, reflective, and authentic value systems in an increasingly digital world.

1.6.2 Uses and Gratifications Theory

Cultivation Theory, first developed by George Gerbner in the 1960s, focuses on the long-term effects of media exposure on individuals. It posits that people who are exposed to media over extended periods gradually internalize the values, beliefs, and norms represented in that media (Gerbner et al., 1986). This internalization happens subtly over time, shaping the perceptions and attitudes of the viewers about their world, themselves, and others.

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1.6.3 Social Learning Theory

Social Learning Theory, developed by Albert Bandura in the 1960s, emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others. Bandura proposed that learning occurs within a social context, and much of this learning happens through observation rather than direct experience alone. People are influenced by the behaviors of others and by the consequences of those behaviors, whether positive or negative, which serve as models that guide their own actions and attitudes.

In the context of the internet, Social Learning Theory helps explain how students adopt new behaviors and values through their online interactions. University students, who are among the most active internet users, are constantly exposed to a wide range of behaviors displayed by influencers, celebrities, peers, and even strangers on social media, websites, and video-sharing platforms. They observe the actions, attitudes, and reactions of others, and often imitate these behaviors, consciously or unconsciously. For instance, if a student frequently views an influencer advocating for environmental activism, religious devotion, or a materialistic lifestyle, they may begin to emulate those behaviors or adopt related values as part of their own identity.

This type of learning is particularly evident on highly visual and interactive platforms like Instagram, YouTube, TikTok, and Snapchat, where users share personal stories, demonstrate lifestyles, or openly discuss specific values and beliefs. Students witness not only the behaviors but also the social rewards attached to them, such as likes, shares, supportive comments, or even public recognition. These social reinforcements act as motivators, signaling which behaviors and values are desirable or socially accepted, thereby increasing the likelihood that students will model similar behaviors in their own lives.

Moreover, Social Learning Theory highlights that the learning process involves more than imitation; it also requires attention, retention, reproduction, and motivation. Students must first notice the behavior, remember it, feel capable of reproducing it, and be motivated by the expected outcomes. The internet's vast and diverse content means students have access to multiple models for social and spiritual values, enabling them to compare different behaviors and decide which ones resonate most with their personal experiences and aspirations.

One of the crucial aspects of Social Learning Theory is that behaviors and values are learned not just through direct experience but also by observing the experiences and consequences encountered by others. In the online world, this includes witnessing public reactions to particular expressions of values whether acceptance, criticism, or controversy which shapes students' understanding of social norms and appropriate conduct. For example, a student who sees peers being praised for charitable acts or criticized for intolerance may internalize the underlying values of compassion or respect, respectively.

Furthermore, the anonymity and broad reach of the internet allow students to explore diverse social groups and value systems that may be absent or limited in their offline environments. This can lead to the adoption of new social and spiritual values that differ from those of their immediate family or community. However, it can also expose them to negative role models or harmful behaviors, such as cyberbullying, extremist ideologies, or superficial value systems focused on appearance or consumerism. The observation of these behaviors online can influence students in complex ways, potentially reinforcing or challenging their existing value frameworks.

Social Learning Theory provides a powerful framework to understand how university students' social and spiritual values are shaped by their digital environments. Through continuous observation and interaction online, students learn not only which behaviors are rewarded but also which values are endorsed or rejected by their digital communities. This ongoing process of social learning can lead to the adoption, adaptation, or rejection of values, highlighting the critical role of the internet as a socializing agent in the lives of contemporary students.

1.6.4 Summary of Theoretical Approaches

These three theories Cultivation Theory, Uses and Gratifications Theory, and Social Learning Theory collectively provide a multifaceted and comprehensive understanding of how the internet shapes the social and spiritual values of university students. Cultivation Theory elucidates the subtle, long-term influence of sustained media exposure on students' perceptions of reality, helping explain how repeated interactions with digital content can gradually normalize certain values, beliefs, and social norms. Meanwhile, Uses and Gratifications Theory underscores the agency of students as active media consumers who

purposefully select online content to fulfill specific psychological, informational, and social needs. This perspective highlights the individualized and goal-directed nature of media consumption, which allows students to reinforce existing values or explore new ones in a way that is personally meaningful. Social Learning Theory adds another crucial dimension by revealing how students learn behaviors, attitudes, and value systems by observing and modeling the actions of others within their online social environments, influenced heavily by social rewards and peer feedback.

Together, these theories provide a holistic framework for understanding the complex and dynamic ways in which digital content interacts with young people's developing identities. They show that the internet is not merely a neutral or passive channel for communication and entertainment but a powerful socializing agent that actively participates in shaping students' values during a critical period of identity formation. This shaping occurs through both direct media exposure and the social contexts embedded within online platforms, including peer groups, influencers, and virtual communities.

By applying these theoretical approaches to the study of university students' internet usage, it becomes evident that digital media plays a pivotal role in molding students' worldviews, social behaviors, and spiritual orientations. For instance, these frameworks explain how students might internalize prevalent societal norms depicted online, seek out communities that resonate with their personal beliefs, or model behaviors exhibited by influential figures in digital spaces. The interplay between these processes can lead to significant shifts in students' social attitudes and spiritual understandings, whether toward more inclusive, progressive perspectives or, conversely, toward reinforcing existing biases and beliefs.

Understanding these mechanisms is essential for educators, researchers, and policymakers aiming to support the healthy development of students in the digital age. With this knowledge, educational programs can be designed to foster critical media literacy, encouraging students to engage thoughtfully and reflectively with online content. Furthermore, researchers can better identify the potential risks and benefits of internet use on students' values, enabling the development of interventions that promote positive digital engagement and mitigate harmful influences such as misinformation or online polarization. Ultimately, the integration of Cultivation Theory, Uses and Gratifications Theory, and Social Learning Theory into analyses of internet influence underscores the profound and multifaceted impact of digital media on university students. It calls for a nuanced appreciation of how technology interacts with human psychology and social processes to shape the evolving fabric of young people's social and spiritual lives in higher education and beyond.

1.7 Previous Studies (Arabic and Foreign)

1.7.1 Summary of Studies

In recent years, the impact of the internet on the value systems of various segments of society, particularly university students, has emerged as a critical and rapidly expanding area of academic and social research. As one of the most engaged and active demographics within the digital landscape, university students represent a unique and influential population whose online behaviors, interactions, and content consumption patterns provide valuable insights into the broader cultural shifts facilitated by digital technologies. Their extensive use of the

internet for communication, education, entertainment, and social networking places them at the forefront of digital transformation, making them particularly susceptible to the complex ways in which digital media shapes social, moral, and spiritual values.

Numerous studies have increasingly focused on the multifaceted experiences of university students online, exploring not only the benefits and opportunities afforded by digital engagement but also the potential challenges and risks. Researchers examine how online environments serve as spaces for identity exploration, community building, and ideological exchange, and how these processes influence students' ethical frameworks, worldviews, and spiritual beliefs. The internet's role as a global platform exposes students to diverse cultures, philosophies, and value systems that can both broaden their horizons and provoke critical reflection or internal conflict.

Moreover, the pervasive nature of social media, streaming platforms, and interactive forums has introduced new dimensions to how values are communicated and reinforced. The rapid spread of information, coupled with the prevalence of both positive role models and harmful content, creates a dynamic landscape where students constantly negotiate their beliefs amid competing influences. These influences range from empowering movements promoting social justice and inclusivity to the propagation of misinformation and extremist ideologies. Consequently, the internet acts as both a catalyst for value evolution and a battleground for ideological contestation.

This growing body of research underscores the necessity of understanding not only the content students engage with but also the social and psychological processes underpinning their digital interactions. Studies highlight the importance of examining how students actively select, interpret, and integrate online information within their existing value frameworks, as well as how peer influence and community norms within virtual spaces shape their moral and spiritual development. By doing so, researchers and educators gain deeper insight into how digital engagement impacts the formation of identity and ethical decision-making in the context of higher education.

The increasing focus on the internet's influence on university students' value systems reflects a broader recognition of the digital age as a defining factor in contemporary socialization and personal development. As such, it calls for ongoing investigation into how educational institutions, policymakers, and families can support students in navigating the complexities of online environments, fostering critical thinking, ethical awareness, and resilience in the face of rapidly evolving digital challenges.

Notable ArabStudies:

1. Al-Fadhli Study (2012):

Titled "*The Impact of Internet Use on Social Values among Kuwaiti Youth*", this study examined a sample of 450 university students in Kuwait. It concluded that while the internet provided access to new ideas and greater individual freedom, it also led to a decline in the value of respecting elders, a traditional social norm in many Arab societies. The study found that young people were increasingly influenced by values such as self-expression, independence, and personal freedom, at the expense of more traditional,

family-oriented values. The study used a quantitative approach, utilizing surveys to gather data from a large sample.

2. Abd al-Ghani Hassan Study (2014):

Conducted in Egypt, this research, titled *"The Internet and Religion: An Analytical Study of University Students' Behavior"*, investigated the effect of digital religious content on students' religious beliefs and practices. The study concluded that the internet had become the primary source of religious information for many students, often conflicting with traditional religious authorities such as mosques and scholars. This conflict led to a "reformation" of religious values among the youth, as many students began to embrace more individualistic and personalized interpretations of religion. Similar to the Al-Fadhli study, this research employed a combination of quantitative methods, including surveys and statistical analysis, to measure the changes in religious values among the students. Both of these Arab studies demonstrated a growing trend of changing values among university students, influenced by the internet, particularly in areas of social respect and religious beliefs.

Notable Foreign Studies:

1. Valkenburg & Peter Study (2007):

The study *"Social Consequences of the Internet for Adolescents: A Decade of Research"* reviewed a decade of research on the effects of internet use on adolescents' social interaction, identity, and values. The study found that moderate use of the internet improved social relationships, especially in terms of communication with friends and family. However, excessive use, particularly on social media platforms, was linked to negative consequences such as social isolation and detachment from traditional societal values. The study concluded that while the internet could foster a sense of connection, overuse led to a loss of meaningful social interactions and an erosion of social and moral values.

2. Campbell & Tsuria (2021):

In their book *Digital Religion: Understanding religious practice in the context of new media*, Campbell and Tsuria explored the transformation of religious practices in the digital age. The authors argued that the internet had made religious practice more interactive and personal, allowing individuals to engage with religious content in a more individualized way. This shift led to a decline in the influence of traditional religious authorities and practices. The study highlighted how the digitalization of religion had created a more diverse and fragmented religious landscape, with individuals creating personalized, sometimes conflicting, versions of their spiritual beliefs. This book provides a detailed examination of how the internet has influenced the way people practice and understand religion, offering a comprehensive view of the changing nature of religious engagement in the digital era.

3. Turkle (2011):

Sherry Turkle's book *Alone Together: Why We Expect More from Technology and Less from Each Other* explores how digital communication is changing human relationships. Turkle argues that while the internet connects people in unprecedented ways, it also fosters superficial relationships that are often characterized by a lack of depth and emotional connection. She contends that this shift in communication has led to a weakening of social values such as empathy, honesty, and genuine human interaction. The study calls attention to the paradox of the internet: while it brings people together, it also leads to a sense of isolation and emotional detachment.

4. Smith & Denton (2005):

In *Soul Searching: The Religious and Spiritual Lives of American Teenagers*, Smith and Denton explored how American teenagers engage with religion in the digital age. Their research found that the internet allowed teens to create personalized versions of their religious beliefs by combining various online sources. While this provided teens with more autonomy in shaping their spirituality, it also led to a dilution of traditional religious values. The study highlighted that, without guidance from established religious institutions, teens often developed fragmented and inconsistent religious views. The research underlined the role of the internet in reshaping religious identity, especially among younger generations who are more likely to seek spiritual answers online.

Methodological Approaches

The studies discussed employed a variety of research methods to assess the impact of internet use on social and spiritual values. Common approaches included quantitative methods, such as surveys and questionnaires, which allowed researchers to gather large amounts of data and identify general trends and patterns. Qualitative methods, including interviews and content analysis, were also used to explore the deeper, more subjective effects of the internet on students' values and behaviors. The combination of both approaches helped provide a comprehensive understanding of the changing dynamics in student communities and the broader societal context.

These studies, both Arab and foreign, underscore the growing impact of the internet on the social and spiritual values of young people, especially university students. While the internet offers opportunities for greater connectivity and access to information, it also brings challenges related to the erosion of traditional values. Understanding these changes is essential for educators, parents, and policymakers to address the implications of digital engagement on young people's development and values.

1.7.2 Overview of Foreign Studies

Over the last two decades, numerous studies have explored the impact of the internet on social and religious values, particularly in student communities. These studies have primarily focused on adolescents and young adults, as they represent the demographic most influenced by digital platforms. Davis (2001), in his study *The Effect of the*

Internet on Social Behavior of College Students, found that although the internet offers vast opportunities for communication, it also gradually erodes real-world social skills. His research indicated that university students who spent substantial amounts of time in digital spaces showed a reduction in face-to-face interactions, which negatively impacted their ability to build relationships founded on respect and collaboration. Turkle (2011), in her influential book *Alone Together*, presented a qualitative analysis of the psychological and social effects of internet use, revealing that excessive technology use led individuals to become "more connected and less communicative." This shift weakened deeper dialogue, replacing it with superficial interactions, thereby affecting values such as honesty, privacy, and openness. Ybarra and Mitchell (2004), in their study *Youth Engaging in Online Harassment: Associations with Caregiver–Child Relationships*, concluded that unsupervised internet use could lead to behavioral deviations, significantly affecting moral values such as respect and tolerance. Campbell (2012), in *Digital Religion: Understanding Religious Practice in New Media Worlds*, analyzed how religious practices were being redefined in digital spaces, finding that youth increasingly moved toward "personalized" forms of spirituality. This shift away from traditional religious rituals caused discrepancies in their understanding of religious values. Subrahmanyam et al. (2006) focused on how online conversations among students influenced their ethical and value-based development, discovering that discussions in forums and chat groups played a crucial role in reshaping students' understanding of identity, freedom, and responsibility, especially when exposed to diverse cultural or religious viewpoints. Livingstone and Helsper (2007), in their study *Gradations in Digital Inclusion: Children, Young People, and the Digital Divide*, examined the impact of internet use, particularly differentiating between educational and entertainment purposes. They found that students who used the internet for educational purposes demonstrated higher levels of awareness and positive interaction with societal values. Lastly, Smith and Denton (2005), in *Soul Searching: The Religious and Spiritual Lives of American Teenagers*, discovered that the internet led to a "watering down of religious values," as youth created individualized versions of their beliefs from a mix of online sources, lacking formal religious guidance, which undermined the unity of their spiritual framework.

1.7.3 Analysis of Research Methodologies

Most foreign studies utilized precise scientific methods, including:

- **Longitudinal Methods:** For example, Subrahmanyam et al. (2006) followed a sample of students for several years to measure gradual changes in their values.
- **Qualitative Analysis:** Both Turkle and Campbell used qualitative methods to uncover personal experiences and the emotional shifts resulting from digital interactions.
- **Large-Scale Surveys:** Ybarra & Mitchell used large-scale questionnaires involving thousands of adolescents, providing data that could be generalized.
- **Modern Tools:** Some studies also used advanced tools like tracking digital behavior across platforms and correlating it with ethical and social engagement metrics.

1.7.4 Similarities and Differences between Studies

When comparing the various studies, both Arab and foreign, a number of similarities and differences can be observed in how researchers view the influence of the internet on social and religious values.

Similarities

One of the most consistent findings across nearly all studies is that the internet does not have a purely positive or negative impact. Rather, its influence is seen as **dual in nature**, with the potential to either enhance or weaken values depending on several factors. For example, internet use can promote communication, learning, and openness to others when used purposefully. However, it can also lead to isolation, misinformation, and value confusion when used excessively or irresponsibly.

Another shared conclusion is the importance of intent and type of internet use. Studies emphasized that what individuals seek online (e.g., educational content, religious resources or entertainment) significantly shapes the outcome. For instance, using the internet to access religious sermons or educational platforms often has a different impact compared to frequenting entertainment or gaming sites.

Additionally, all studies highlighted the essential role of the surrounding environment, particularly family, school, and religious institutions, in shaping how young people interact with digital content. A supportive and value-based environment can act as a protective factor, helping youth critically assess what they encounter online and maintain their value systems.

Differences

Despite these shared themes, there are also notable differences among the studies. One major area of divergence is how religiosity is affected. Some researchers, particularly in the West, argue that the internet enhances religious awareness by offering access to a wide range of spiritual resources. In contrast, other studies suggest that it weakens traditional religious adherence by exposing youth to conflicting beliefs and encouraging individualistic interpretations of faith.

Another key difference lies in regional focus and value priorities. For example, American studies often emphasize the erosion or transformation of traditional religious and family values, while European research tends to focus more on social and civic values like freedom of expression, digital citizenship, and diversity. This reflects broader cultural differences between regions in what is considered most important in the upbringing of young generations.

1.7.5 Research Gaps

While the reviewed studies provide valuable insights, there remain several **gaps in the existing literature** that highlight areas needing further investigation.

Lack of Contextual Studies in Non-Western Environments: Most available research is based on data from Western societies (especially the US and parts of Europe). These findings, while valuable, may not fully reflect the experiences of youth in **Arab or Islamic contexts**, where cultural and religious values differ significantly. There is a pressing need for more localized studies that take into account **social norms, religious expectations, and family structures** in these societies.

Scarcity of Studies Combining Social and Spiritual Dimensions: Many studies choose to focus either on the **social effects** of internet use (like communication, relationships, or identity) or on **spiritual/religious impacts**. Very few studies attempt to explore the **intersection between the two** for example, how changes in online behavior may simultaneously affect both social relationships and spiritual beliefs. Understanding these overlaps is essential for a more holistic picture.

Lack of Focus on Literature and Language Majors: Students in **literature,**

linguistics, or language programs, especially those studying English, are often exposed to a wide array of **global content**. However, few studies have examined how this exposure affects their value systems particularly as they engage with **culturally diverse texts, films, and online discussions**. These students may face unique challenges in reconciling their local values with the global perspectives they frequently encounter.

Limited Focus on the "First-Year University" Experience: The **first year of university** is a crucial transition period in a student's life. It is often marked by new freedoms, new responsibilities, and a greater reliance on technology for communication and learning. Yet, this stage has not been given enough attention in the literature. More research is needed to explore how first-year students navigate their values during this sensitive time and how the internet contributes to shaping their identity, addressing these research gaps can contribute to a more inclusive and comprehensive understanding of how the internet influences the values of young people in different cultural and educational contexts.

Conclusion

After reviewing the theoretical framework related to the topic of the internet's impact on social and spiritual values among university students, it can be said that this chapter has laid the foundational knowledge for understanding the issue at hand. It clarified the key concepts and analyzed the social, cultural, and psychological characteristics associated with internet use, especially among the youth population in the early stages of their academic journey.

It has become evident that the internet does not merely function as a means of transferring information or as a neutral technological tool, but rather as a comprehensive space for the reconstruction of meanings and the reshaping of values. It influences social relationships by altering communication patterns, forms of interaction, and behavioral norms. Additionally, it impacts spiritual values by providing diverse religious content, which may either enhance religiosity or cause confusion, depending on the nature of reception and the user's critical awareness.

The theories explored in this chapter, such as the Cultivation Theory, Social Learning Theory, and Uses and Gratifications Theory, indicate that the impact on values does not occur in a

direct or mechanical way. Rather, it is mediated by a range of factors such as: the motives behind internet use, the social environment, personal gratification, and the type of content consumed. This reinforces the need for a deeper analysis of how students interact with the internet, rather than simply measuring time spent or the quantity of use.

The analytical review of previous studies also highlighted a noticeable gap in research that addresses the overlapping effects of both social and religious values simultaneously, especially among students in humanities disciplines who engage with diverse languages and cultures. These studies have provided useful background information, helping to accurately define the research problem and identify the questions that must be answered through the fieldwork.

The theoretical groundwork presented in this chapter aims to equip the researcher with the necessary conceptual and analytical tools to delve into the field, enabling a better understanding of the value transformations that first-year students might experience. Moreover, it aims to measure the extent of the digital impact on their moral and religious lives and ultimately propose practical and educational solutions for positive engagement with this phenomenon

Chapter two

Research Methodology

Introduction

This chapter presents the research methodology followed in conducting this study. It holds significant importance as it details the process of data collection, the tools employed, and the selection of participants. A clear and well-planned methodology is crucial for establishing the trustworthiness of the findings and understanding how they were achieved.

The aim of this chapter is to describe the step-by-step process in a simple and organized manner. It begins by explaining the type and nature of the research, followed by an outline of the data collection tools, which include both a questionnaire and interviews. The participants of the study are described, along with the procedures for sample selection and data analysis. A mixed-methods approach was chosen to integrate both quantitative data and qualitative insights, providing greater depth and balance to the study.

In addition, this chapter includes the fieldwork steps undertaken, from the preparation of tools to the final stage of data analysis. Throughout the process, efforts were made to ensure that the research was conducted ethically, honestly, and with respect for the participating students. The aim was to maintain clarity, fairness, and professionalism at every stage.

By presenting this chapter, the goal is to offer readers a transparent and comprehensive view of how the research was carried out in practice. This may also serve as a helpful guide for future researchers seeking to conduct similar studies, demonstrating a straightforward and practical methodology that can be adapted to their own work.

2.1 Type and Nature of the Research

In this study, both quantitative and qualitative methods were used to achieve a deeper and clearer understanding of the topic. The combination of these two approaches enabled the collection of different kinds of data, providing a fuller picture.

The quantitative part was carried out through a questionnaire, which provided numbers and statistics about how students use the internet and how they believe it affects their social and spiritual values. These numbers made it easier to identify patterns and compare different responses.

The qualitative part was based on interviews. Conversations with students offered personal thoughts and experiences, giving a more human and emotional perspective that could not be captured by numbers alone.

This research is descriptive in nature. The aim was not to change any behavior or test a theory, but rather to describe what is happening among first-year English students at the University of Saida. The focus was on observing their situation and explaining how they feel, think, and act regarding the influence of the internet on their values.

2.2 Research Design and Tools

The research design followed in this study is a mixed-methods descriptive design. This type of design enables the use of both quantitative and qualitative data to study the same topic from multiple angles. The design was selected because the influence of the internet on

students' values requires both numerical evidence and personal opinions to be fully understood.

At the start, the goal was to understand how students generally behave in relation to internet use: how much time is spent online, what the internet is used for, and whether it is seen as affecting social and spiritual values. To collect this information, a questionnaire was created with clear and simple questions that students could answer quickly. This tool enabled data collection from a larger number of students within a short timeframe. It also provided insights into general trends, such as how many students feel that the internet reduces family connections or how many use it for religious content.

However, numerical data alone was not enough. A “Yes” or “No” response in a questionnaire does not reveal the reasons behind it. For this reason, interviews were included as a second tool. Interviews offered the chance to engage with students more deeply, using open-ended questions and careful listening. Through these conversations, students shared stories, examples, and feelings that provided a richer understanding of their situation. These personal accounts added depth and meaning that numbers alone could not convey.

To ensure the effectiveness of these tools, careful preparation was essential. The questionnaire underwent a review process to confirm that the questions were clear and not confusing, and feedback was sought from a teacher before distribution. For the interviews, guiding questions were prepared, but the conversations were kept natural and flexible to encourage students to speak freely and comfortably. By using both the questionnaire and the interviews, the study gathered rich and meaningful data that allowed for a more complete exploration of the research topic.

2.3 Description of the Research Population

The research population in this study includes **first-year university students** who are studying **English** language at Saida University. I chose this group because they are usually young, between 18 and 20 years old, and they are in a stage where their **personal values** are still developing. At the same time, they use the internet a lot in their daily lives for studying, entertainment, socializing, and even for spiritual content.

These students belong to the same university and study in the same department. This made it easier for me to contact them and distribute the research tools. Most of them have access to smartphones, laptops, and Wi-Fi, which means they spend a good amount of time online. Because of this, they are directly affected by the digital world around them.

Also, since they are learning a foreign language and culture, they are often exposed to **different ways of thinking and behaving**. This may influence how they view their own social and spiritual values. That's why I thought this population would be ideal for exploring how the internet might affect such important parts of their identity.

The population is diverse in terms of gender, background, and lifestyle. Some of them live with their families, others live in dormitories or apartments. These differences gave me a wider view of how students from different contexts use the internet and how it impacts their values in different ways.

2.4 Sample and Sampling Methods

Since it was not possible to include every first-year student of English in the study, a sample of fifty (50) students was selected. A sample refers to a smaller group chosen from the larger population. In this research, purposive sampling was used. This method involved selecting students based on specific criteria that matched the goals of the study.

The selection focused on students who were active internet users and willing to participate by answering the questionnaire or attending an interview. Both male and female students were included, and efforts were made to involve individuals with different internet habits some who use the internet mainly for study, while others use it more for social media, games, or spiritual content.

Responses were collected from all fifty students through the questionnaire, and seven students participated in interviews for the qualitative part. The number of participants was not chosen merely for quantity, but rather to ensure meaningful and diverse insights. Each participant offered a unique perspective, contributing to a broader understanding of the topic. This sampling approach helped to save time and focus on students who could provide clear and honest answers to the research questions.

2.5 Description of the Questionnaire

The questionnaire was one of the primary tools employed in this research. It was designed to collect quantitative data information that can be counted, measured, and analyzed numerically. The questionnaire contained eighteen clear, concise, and direct questions, divided into different sections to facilitate ease of response for students.

The first part included general questions about the participants, such as their age, gender, and the number of hours spent on the internet daily. This section aimed to establish a basic understanding of their internet habits. The second part focused on the role of the internet in students' social lives, inquiring whether their online activities had brought them closer to or more distant from their families and friends. It also addressed their participation in social media and online communities. The third part addressed the spiritual dimension, posing questions about whether the internet was used for religious purposes such as watching Islamic content, listening to Quranic recitations, or learning about religious topics—and whether it contributed to spiritual growth or acted as a distraction from religious duties.

Most questions were closed-ended, with fixed responses such as “Yes,” “No,” or “Sometimes,” making data analysis more manageable. Prior to full-scale administration, the questionnaire was tested with a few students to ensure clarity and avoid confusion. Feedback was also sought from a teacher, and minor adjustments were made based on the feedback received. Finally, the questionnaire was printed and distributed during class sessions.

Description of the Interview

In addition to the questionnaire, semi-structured interviews were conducted as a second research tool. These interviews aimed to collect qualitative data, rich, personal responses that are not easily quantifiable. Semi-structured interviews involved a prepared set of questions

while also allowing students to elaborate freely on their thoughts and experiences. To facilitate the process, participants were encouraged to write down their answers, providing clarity and detail.

The interviews primarily explored students' perceptions of how the internet affects their relationships, values, and spiritual lives. Some participants mentioned becoming less socially engaged with family members, while others noted that the internet facilitated closer connections with loved ones. A few shared that the internet provided greater access to religious content, while others acknowledged that it sometimes distracted them from prayer or religious practices. Seven questions covered both social and spiritual aspects, and seven students participated, each sharing their unique perspectives. Each interview lasted approximately 15 to 20 minutes. Efforts were made to create a comfortable, judgment-free environment to encourage open dialogue. Notes were taken during the sessions, and in some cases, participants wrote down their responses for further analysis.

These interviews played a crucial role by adding authentic voices and emotions to the data gathered through the questionnaire, offering a deeper and more comprehensive understanding of students' personal experiences.

2.7 Fieldwork Steps

To complete this research, several clear and organized steps were followed, aiming for simplicity and smoothness throughout the data collection process.

First, the tools were designed, including the questionnaire and the interview questions, ensuring that the language used was accessible to students. The tools were reviewed by a teacher to gather feedback and suggestions for improvement. This review helped to resolve minor issues and make the tools more reliable.

Once the tools were finalized, the data collection stage began. Questionnaires were distributed to the students, who responded honestly and openly. No significant complications were encountered during this stage. Flexibility in scheduling and method allowed more students to participate comfortably.

After collecting the questionnaires, interviews were arranged with students who had agreed to participate. These interviews were conducted one by one, in quiet and comfortable settings to create a relaxed environment. The goal was to encourage open discussion and genuine sharing of thoughts. Important points were noted carefully to support the later stages of analysis.

When all data was gathered, the analysis phase commenced. Responses from the questionnaire were organized into tables and charts for clarity and ease of reading. Interview notes were reviewed carefully to identify common themes, interesting perspectives, and recurring ideas.

Each step was carried out with care and attention, ensuring that the collected information was both meaningful and respectful of the students' viewpoints.

2.8 Data Analysis

After completing the data collection process, the next step involved analyzing the information gathered from both the questionnaire and the interviews. With a mixed-methods approach, two types of data required attention: quantitative and qualitative.

Quantitative data, derived from the questionnaire, was organized using tables that showed how many students answered “Yes,” “No,” or “Sometimes” to the different questions. Percentages were calculated to identify which opinions were more common among participants.

Qualitative data, collected from the interviews, required more time and effort to analyze, as each student provided unique and detailed responses. Their answers were reviewed repeatedly to identify patterns, main ideas, and underlying themes. Special care was taken to understand how these stories connected to the research topic and what emotions or values emerged from the participants’ words.

By combining the analysis of both types of data, a more complete and nuanced understanding of the situation was achieved. The quantitative data provided clear insights into general trends, while the qualitative data offered deeper context and explanations for those trends.

2.8.1 Quantitative Analysis

In this section, the focus was on the questionnaire results, analyzing how many students agreed or disagreed with each statement. Their responses were organized into charts and tables, which facilitated comparisons between different groups, such as male and female students or students using the internet for various purposes.

For instance, a significant number of students indicated that the internet impacts family communication, as clearly demonstrated in the quantitative data. Some students also reported that they no longer spend time with their siblings because of the constant use of phones.

The data also showed that only a small number of students used the internet for religious learning, providing insights into the spiritual dimension. These findings helped to identify the general habits and attitudes within the student population.

2.8.2 Qualitative Analysis

In this section, the interview responses were analyzed qualitatively. Instead of focusing on numerical data, attention was given to identifying common themes that emerged from the students’ narratives. For instance, some students mentioned feeling more distant from their families due to frequent internet use, while others spoke about decreased prayer habits as a result of online distractions.

Conversely, a number of students shared positive experiences, explaining how the internet provided access to helpful videos and online lectures that improved their critical thinking or inspired them spiritually. These varied perspectives highlighted that the internet can have both positive and negative effects, depending on individual use.

The qualitative analysis enriched the research by going beyond numerical trends and shedding light on the real impact of internet use on students' values and daily lives.

2.9 Ethical Considerations

Throughout the research process, ethical principles were strictly followed. No student was made to feel uncomfortable or pressured to participate. Participation was explained as entirely voluntary, and students were informed that they could refuse or withdraw at any point without any negative consequences.

The purpose of the research was clearly communicated to all participants, with assurances that their responses would be used exclusively for academic purposes and that their identities would be kept private and anonymous. No real names were used in the research to protect the privacy of participants.

During interviews, consent was always sought beforehand, and efforts were made to ensure a respectful and safe environment. Participants' opinions were listened to attentively, regardless of agreement, with the aim of understanding their perspectives rather than judging them.

Respecting these ethical standards was essential, as ethical conduct in research is fundamental to maintaining honesty, responsibility, and respect for the dignity and well-being of participants.

Conclusion

To sum up, this chapter provided a detailed explanation of the methodology used to conduct this research. It began with an overview of the research type and nature, followed by a description of the primary data collection tools namely, the questionnaire and the interviews. The chapter also outlined the target population and explained the sample selection process in a fair and straightforward manner.

The steps of data collection were carried out with care, ensuring adequate time was allocated to each phase. Data analysis was conducted using both quantitative and qualitative methods. Quantitative data from the questionnaires offered a clear picture of general trends, while qualitative data from the interviews captured the personal voices and experiences of the students.

Ethical considerations were given significant attention. Participants were fully informed about the purpose of the study, and assurances were provided regarding the confidentiality and privacy of their responses. The process was designed to respect participants' opinions and to ensure that no one felt coerced into taking part in the research.

Overall, this chapter demonstrates that the research was implemented thoughtfully and in an organized manner, following honest and transparent methods that support the reliability of the findings. The next chapter will present the actual research findings, based on the methodology outlined here.

Chapter three

Results, Analysis, and Discussion

Introduction

This chapter presents and explains the results of the study. The aim is to understand how the internet affects the social and spiritual values of first-year students of English at Saida University. The results come from two main tools: the questionnaire and the interviews. Each tool helped collect different types of information. The questionnaire gave us numbers and statistics, while the interviews provided detailed opinions and personal experiences.

The analysis of the questionnaire is divided into three parts. First, we look at the students' demographic information, such as age, gender, and time spent on the internet. Second, we analyze how the internet affects their social values, like respect, communication, and relationships. Third, we examine how the internet influences their spiritual and religious values, such as prayer, faith, and connection with religion.

Next, we study the results of the interviews to understand the students' thoughts more deeply. Their answers help us know how they feel about their values and how the internet has changed their behavior. After that, we compare the results from the questionnaire and the interviews to see if they support each other or not.

Finally, we discuss the results by connecting them to previous research and the theoretical background. We also look at whether our research hypotheses are confirmed or not, and we try to answer the main research questions. This chapter ends with a general discussion about the current situation of students' values in the digital age.

3.1 Results and Analysis of the Questionnaire

3.1.1 Demographic Data

This section presents the demographic information of the participants who answered the questionnaire. Understanding these details helps us to better interpret the results and see how different groups of students use the Internet and are affected by it.

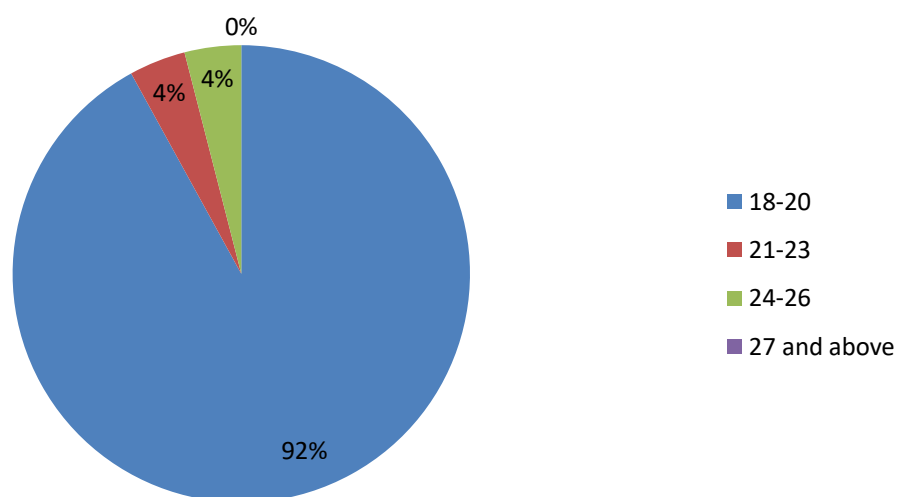
Age of Participants:

Most students who participated in the study were young adults aged between 18 and 20 years old; as shown below. Specifically, 46 out of 50 respondents fell into this age group. A smaller number of students were between 21 and 23 years old (2 participants), 24 to 26 years old (2 students), and only 0 participants were 27 years or older.

Table 01: age groups

Age Group	Number of Participants	Percentage (%)
18–20	46	92%
21–23	2	4%
24–26	2	4%
27 and above	0	0%

Figure 01: Age Group Distribution



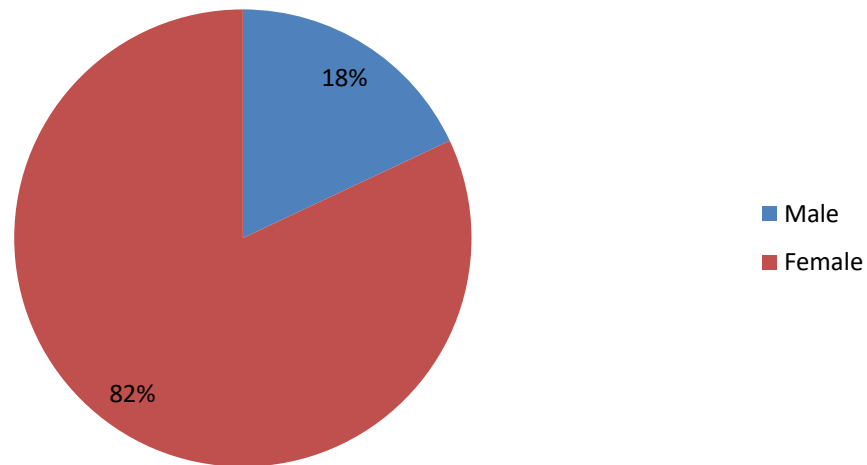
Gender of Participants:

The gender distribution shows that 41 participants were female, and 9 were male.

Table 2: The gender distribution

Gender	Number of Participants	Percentage (%)
Female	41	82%
Male	9	18%

Figure 02: Gender Distribution



Gender of Participants Analysis:

The participants in this study were predominantly female, as illustrated in the pie chart above, with 41 out of 50 respondents identifying as female, accounting for 82% of the total sample. In contrast, only 9 participants were male, representing a mere 18% of the respondents. This notable gender imbalance highlights that females constitute the overwhelming majority of the study's population, which is a crucial factor to acknowledge when analyzing and interpreting the results. The predominance of female participants means that the data and subsequent findings may disproportionately reflect the perspectives, attitudes, and experiences of female students rather than offering a balanced representation of both genders.

Such a skewed gender distribution could influence the study's outcomes in several ways. For instance, social and spiritual values, as well as the ways the internet impacts these values, may manifest differently across genders due to varying socialization patterns, cultural expectations, and individual experiences. Female students might engage with digital content differently, prioritize distinct online interactions, or be affected by the internet in unique ways compared to their male counterparts. Therefore, the findings may provide deeper insight into the female students' engagement with the internet but may underrepresent or overlook nuances present within the male student population.

Furthermore, this gender disparity might also affect the generalizability of the study's conclusions. If the objective is to understand how the internet shapes social and spiritual values among university students broadly, the predominance of female respondents suggests that the findings should be interpreted with caution, particularly when attempting to apply them to male students or a more gender-balanced cohort. Researchers and readers should be mindful of this limitation and consider how gender dynamics might mediate the influence of online content on values.

It is also worth considering the possible reasons behind this gender imbalance in participation. Factors such as the sampling method, recruitment process, or the specific field of study from which participants were drawn may have contributed to the disproportionate female representation. Understanding these factors could provide further context for the results and offer guidance for future research aimed at achieving a more balanced sample.

In conclusion, while the high proportion of female participants offers valuable insights into how female university students experience the internet's impact on their social and spiritual values, it simultaneously underscores the need to account for gender differences. Future studies might seek to recruit a more balanced sample or conduct gender-specific analyses to explore how the internet influences social and spiritual values differently across male and female students, thereby enriching the overall understanding of this phenomenon.

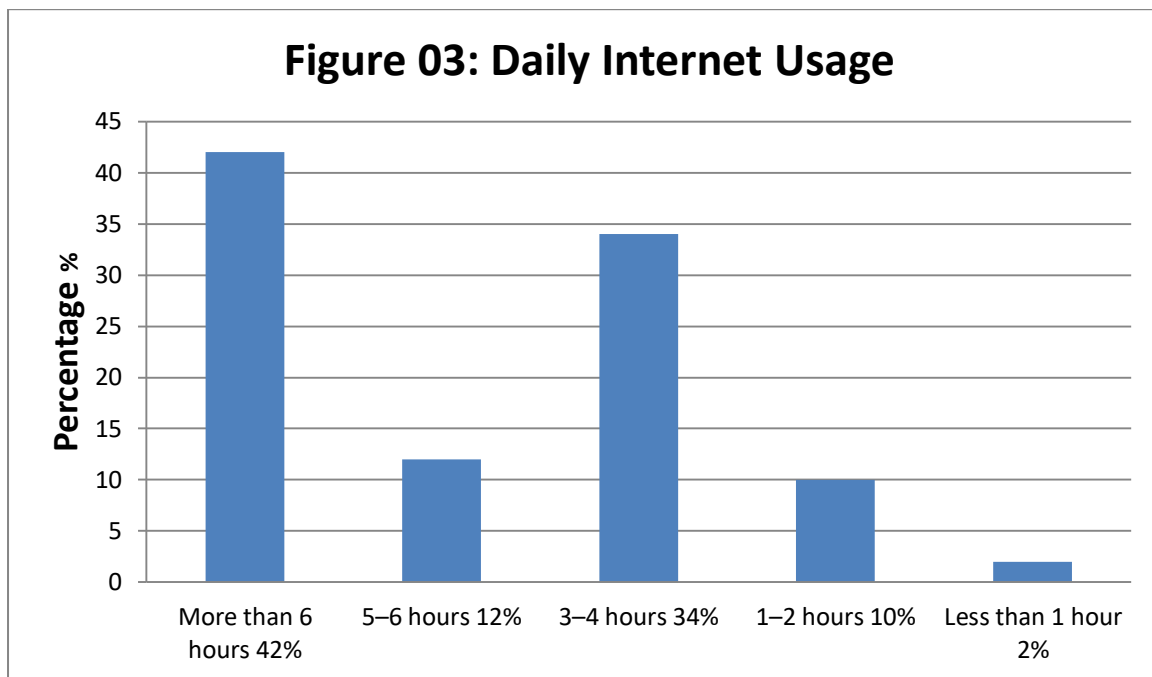
Daily Internet Usage:

Participants were asked about the average number of hours they spend online daily. The responses varied:

- 21 students spend more than 6 hours online daily.
- 6 students spend between 5 and 6 hours.
- 17 students spend 3 to 4 hours.
- 5 students spend 1 to 2 hours.
- 1 student spends less than 1 hour online daily.

Table 03: Daily Internet Usage:

Hours Online per Day	Number of Participants	Percentage (%)
More than 6 hours	21	42%
5–6 hours	6	12%
3–4 hours	17	34%
1–2 hours	5	10%
Less than 1 hour	1	2%



Analysis:

The data reveals that a large portion of students spend a significant amount of time online each day. Specifically, 21 participants (42%) reported using the internet for more than 6 hours daily, which indicates a very high level of internet engagement. Additionally, 6 students (12%) use the internet between 5 and 6 hours, and 17 students (34%) spend 3 to 4 hours online. This means that 88% of the participants spend at least 3 hours online every day.

On the other hand, only 5 students (10%) use the internet for 1 to 2 hours daily, and just 1 participant (2%) reported using it for less than an hour. These low numbers show that minimal internet usage is quite rare among the group.

Overall, the data shows a strong daily reliance on the internet among students, which could have a considerable impact on their social and spiritual values, as extended exposure to online content may shape their beliefs, behaviors, and interactions with others..

3.1.2 Impact of the Internet on Social Values

This part of the analysis focuses on how the Internet affects students' social values. Social values include behaviors, communication styles, relationships, respect, and other social habits.

The questionnaire included several questions to measure this impact, such as whether the Internet helps maintain relationships, if it reduces face-to-face communication, and the types of social activities students do online.

Table 4: Responses to Key Questions on Social Impact

Question	Yes (%)	No (%)	Sometimes (%)
Does the Internet help you stay in touch with family and friends?	70%	12%	18%
Has your face-to-face communication decreased because of the Internet?	40%	40%	20%
Do you think the Internet strengthens social values?	45%	30%	25%

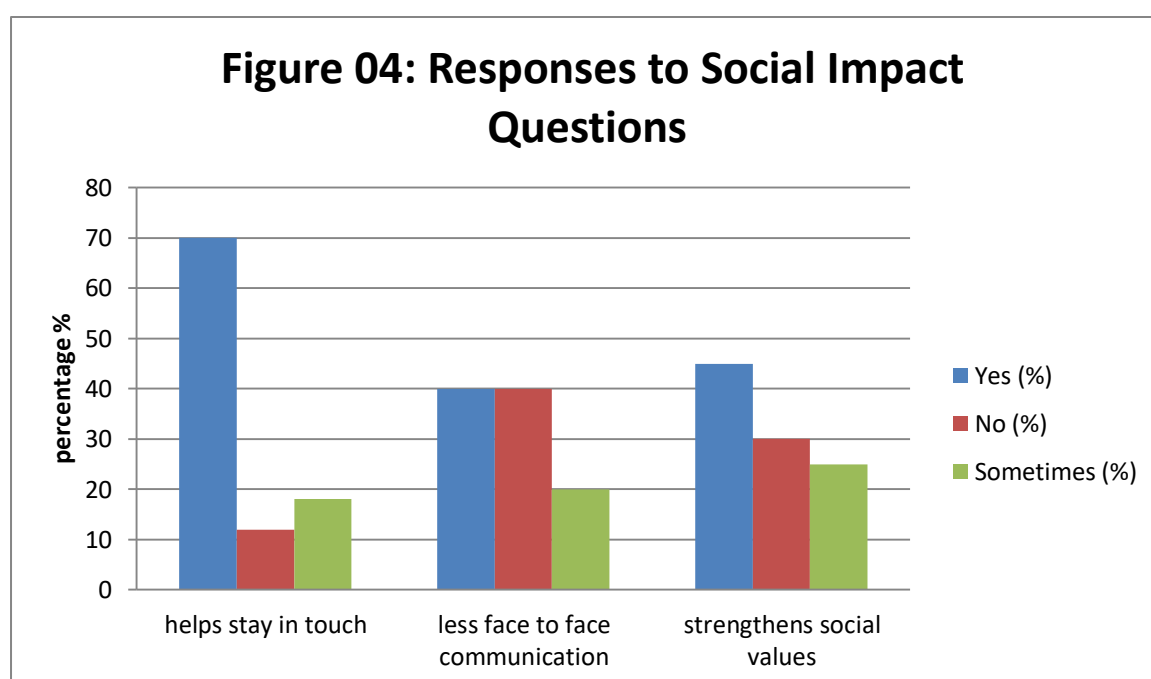


Chart 04: Internet's Effect on Staying Connected (Bar Chart)

(Bar chart showing percentage of students who answered Yes, No, or Sometimes to “Does the Internet help you stay in touch with family and friends?”)

Analysis:

From the data, a majority of students (70%) agree that the Internet helps them stay connected with family and friends. This shows a positive role of the Internet in maintaining social relationships, especially when physical meetings are not possible.

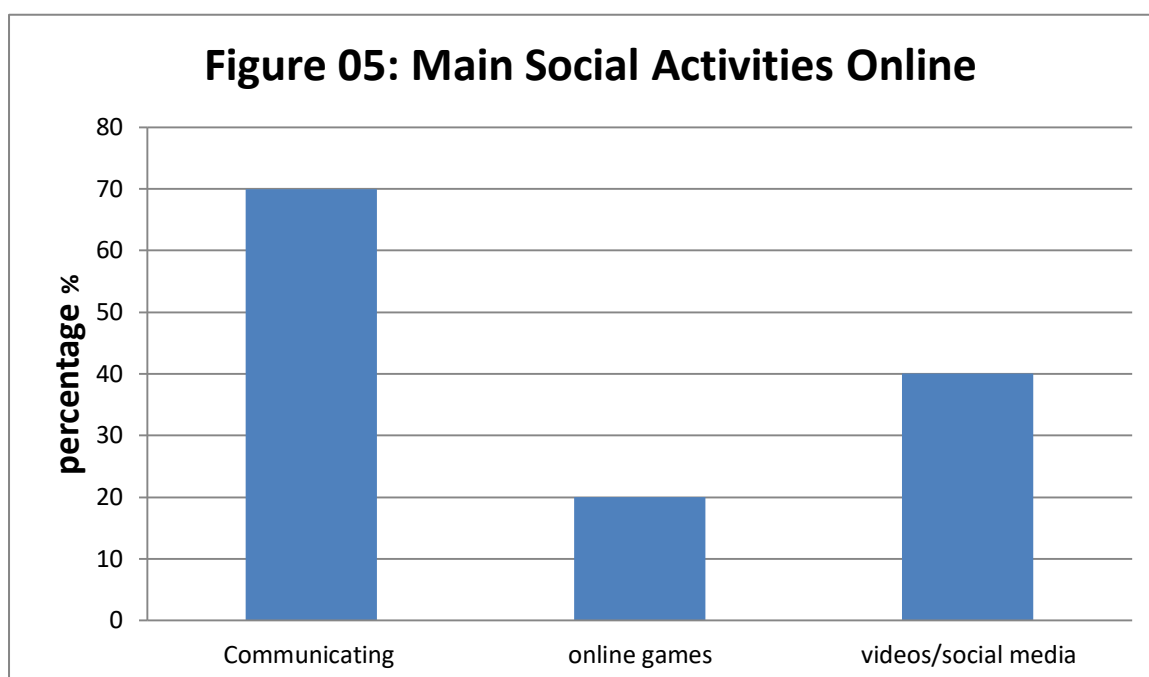
However, 40% of the students feel that their face-to-face communication has decreased because of Internet use, while another 40% say it has not decreased. This mixed response

shows that while the Internet can sometimes reduce in-person meetings, it does not always replace them completely.

Regarding the Internet's influence on social values, 45% believe it strengthens these values by enabling better communication and information sharing. On the other hand, 30% think it weakens social values, possibly because of overuse or exposure to negative content. The remaining 25% are unsure or feel the effect depends on how the Internet is used.

Table 05: Main Social Activities Online

Activity	Number of Participants	Percentage (%)
Communicatingwithfamily/friends	35	70%
Playing online games	10	20%
Watchingvideos/social media	20	40%



Explanation:

The table shows that many students use the Internet primarily to search for religious knowledge and watch religious videos or sermons. This indicates that for a significant number of students, the Internet has become a valuable tool for deepening their spiritual understanding and exploring questions of faith. Through online religious resources, such as

lectures, podcasts, or interactive websites, students can access information that might not be readily available in their immediate offline environments. This can broaden their spiritual horizons and give them exposure to different perspectives within their faith.

Additionally, the data highlights that some students participate in online religious groups and communities, which may help them feel more connected to their faith, especially if they are far from home or in an environment where traditional religious institutions are not as accessible. These online communities provide a sense of belonging and support, fostering spiritual growth and helping students reinforce their religious practices. They also offer spaces where students can share experiences, discuss religious questions, and receive guidance from peers and religious leaders.

This usage pattern suggests that the Internet is not simply a source of distraction or secular influence for students. Instead, it can serve as a vital resource for spiritual exploration and community building, supporting students in their efforts to strengthen and maintain their faith. However, it's also important to consider that online religious content can vary widely in credibility and authenticity, which underscores the need for critical evaluation skills and guidance from knowledgeable mentors or community leaders

Analysis

Table 05 illustrates the primary social activities that students engage in when using the internet. The most common activity is **communicating with family and friends**, with **35 participants (70%)** reporting this as their main online activity. This indicates that the internet plays a vital role in helping students maintain their personal relationships and stay socially connected, especially when physical meetings are limited.

Watching videos or browsing social media comes next, with **20 participants (40%)** involved in this activity. This suggests that social media platforms and video content are also significant aspects of students' daily internet use, providing entertainment, trends, and a way to follow the lives of others.

Lastly, **playing online games** was selected by **10 participants (20%)**. While this is a smaller percentage, it still shows that gaming is a social outlet for some students, offering interaction, competition, and leisure.

In summary, the data shows that **communication is the most important social purpose** of internet use among students, followed by **media consumption** and **gaming**. This pattern reflects a modern lifestyle where digital tools are central to maintaining social life and emotional support.

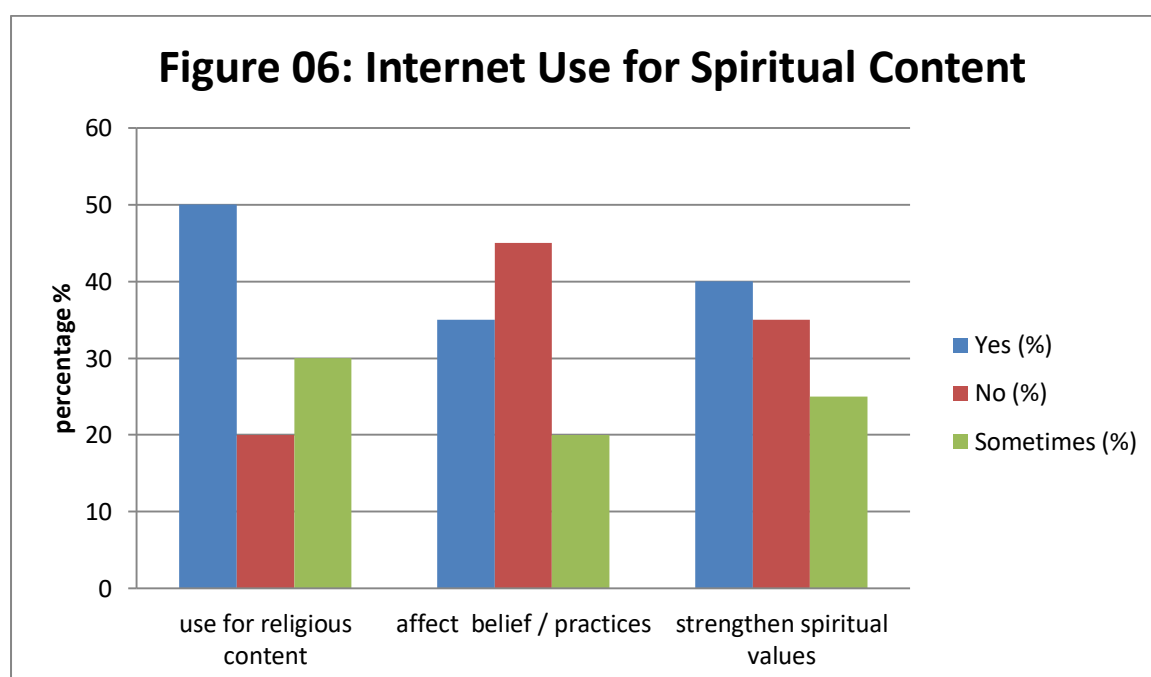
3.1.3 Impact of the Internet on Spiritual and Religious Values

This section analyzes how the Internet influences students' spiritual and religious values. These values include beliefs, religious practices, spiritual learning, and connection to faith.

The questionnaire asked students whether they use the Internet for religious content, if it affects their spiritual beliefs or practices, and their opinion about the Internet's overall impact on these values.

Table 6: Responses to Internet Use for Spiritual Content

Question	Yes (%)	No (%)	Sometimes (%)
Do you use the Internet for religious or spiritual content?	50%	20%	30%
Has the Internet affected your spiritual beliefs or practices?	35%	45%	20%
Does the Internet strengthen spiritual values?	40%	35%	25%



Analysis of Internet Use for Spiritual Content:

The responses in Table 6 show a mixed pattern regarding students' engagement with spiritual content online.

First, **half of the participants (50%)** reported that they **do use the Internet for religious or spiritual content**, which indicates that the internet can be a valuable tool for accessing spiritual resources. However, **20% said "No"**, while **30% answered "Sometimes"**, suggesting that although many students are interested in spiritual topics, they may not seek them regularly or consistently.

When asked whether the internet has affected their **spiritual beliefs or practices**, **35% said "Yes"**, which means more than a third of students feel a real influence. However, a higher percentage, **45%, said "No"**, indicating that for many, their spiritual life remains mostly

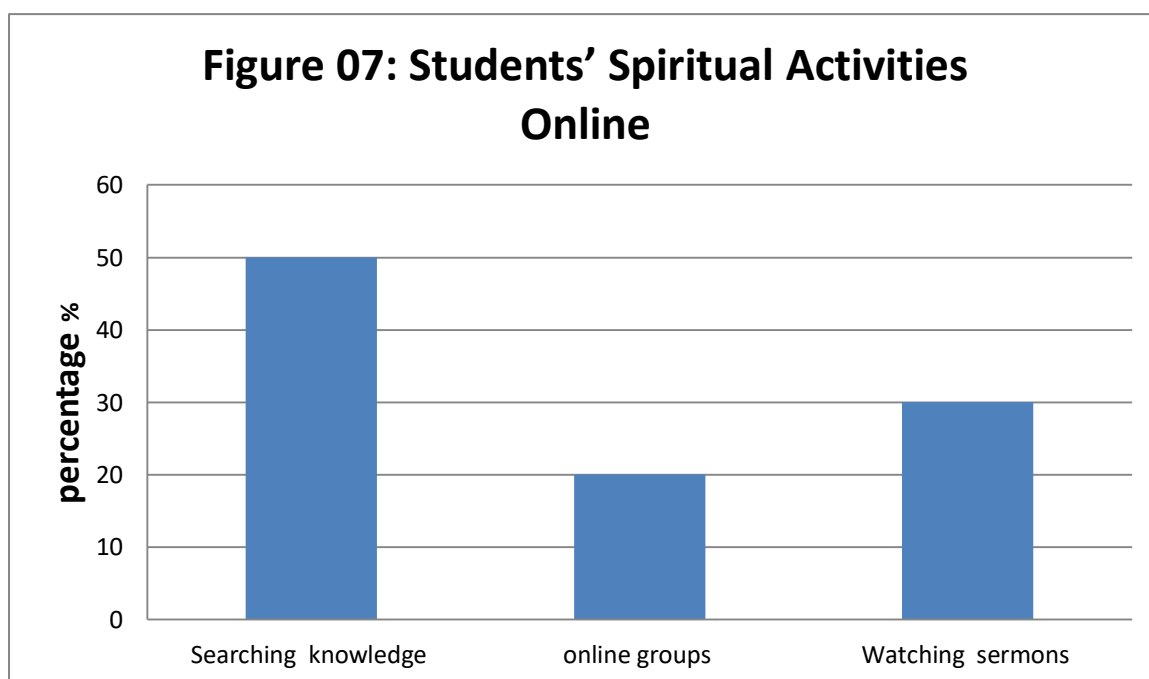
unchanged despite their online activity. Meanwhile, **20% answered "Sometimes"**, showing that the impact may not always be direct or constant.

Finally, when it comes to whether the internet **strengthens spiritual values**, **40% agreed**, suggesting a positive effect. Still, **35% disagreed**, and **25% chose "Sometimes"**, reflecting a wide range of experiences and perceptions.

In summary, the data shows that while the internet plays a role in students' spiritual lives for some, its influence varies significantly. It can be a helpful tool for spiritual growth, but for others, it may have little or no effect.

Table07: Students' Spiritual Activities Online

Activity	Number of Participants	Percentage (%)
Searching for religiousknowledge	25	50%
Participating in online religious groups	10	20%
Watching religious videos or sermons	15	30%



Explanation:

The table shows that many students use the Internet primarily to search for religious knowledge and watch religious videos or sermons. This indicates that for a significant number of students, the Internet has become a valuable tool for deepening their spiritual

understanding and exploring questions of faith. Through online religious resources, such as lectures, podcasts, or interactive websites, students can access information that might not be readily available in their immediate offline environments. This can broaden their spiritual horizons and give them exposure to different perspectives within their faith.

Additionally, the data highlights that some students participate in online religious groups and communities, which may help them feel more connected to their faith, especially if they are far from home or in an environment where traditional religious institutions are not as accessible. These online communities provide a sense of belonging and support, fostering spiritual growth and helping students reinforce their religious practices. They also offer spaces where students can share experiences, discuss religious questions, and receive guidance from peers and religious leaders.

This usage pattern suggests that the Internet is not simply a source of distraction or secular influence for students. Instead, it can serve as a vital resource for spiritual exploration and community building, supporting students in their efforts to strengthen and maintain their faith. However, it's also important to consider that online religious content can vary widely in credibility and authenticity, which underscores the need for critical evaluation skills and guidance from knowledgeable mentors or community leaders.

Analysis of Students' Spiritual Activities Online (Table 07):

Table 07 presents the different types of spiritual activities students engage in while using the internet. The most common activity is **searching for religious knowledge**, with **25 participants (50%)** reporting that they use the internet for this purpose. This suggests that half of the students rely on online sources to learn more about their religion or to deepen their understanding of spiritual topics.

The second most common activity is **watching religious videos or sermons**, with **15 students (30%)** engaging in this. This indicates that audiovisual content is also a popular way for students to connect with their spirituality, especially through platforms like YouTube or social media.

Only **10 participants (20%)** said they **participate in online religious groups**, such as forums, discussion groups, or live sessions. This lower percentage suggests that fewer students are involved in interactive or community-based spiritual activities online, possibly due to lack of interest, time, or trust in online communities.

In conclusion, the data shows that students are more likely to use the internet for **individual learning** rather than for **social or group-based spiritual interaction**. The focus seems to be on **personal development and private exploration** of faith.

3.2 Results and Analysis of the Interviews

This section presents the results from the interviews conducted with seven students. The interviews aimed to explore students' deeper opinions and personal experiences about the impact of the Internet on their social and spiritual values.

The interview questions focused on daily Internet use, activities online, effects on communication, religious use, and personal views on values.

3.2.1 Summaries and Students' Opinions

- **Internet Usage Time:**
Students reported varied daily Internet usage, ranging from 4 to 8 hours per day. Most students use the Internet several hours daily, especially when they have important academic tasks or social needs.
- **Common Internet Activities:**
Activities include talking with family and friends, studying, watching videos, playing games, and sometimes searching for religious content.
- **Staying in Touch:**
All students agreed that the Internet helps them stay connected with family and friends, which supports their social relationships.
- **Face-to-Face Communication:**
Opinions were mixed. Some students said face-to-face communication decreased because of the Internet, while others said they still value and prioritize in-person meetings despite their Internet use.
- **Religious and Spiritual Use:**
Most students use the Internet occasionally for religious or spiritual content, such as learning about faith or watching sermons.
- **Impact on Spiritual Beliefs:**
Some students feel the Internet positively influenced their beliefs by increasing knowledge. Others feel it sometimes distracts them from religious practices like praying on time.
- **Effect on Values:**
Opinions varied; some students think the Internet strengthens values by providing information and community, while others believe it can weaken values by promoting new or conflicting ideas.

3.2.2 Quotes and Comments

- *Student 1:*
“I spend a lot of time online when I find something important. The Internet helps me keep close to my family and friends, but I don’t let it affect my religion negatively.”
- *Student 2:*
“I use the Internet mostly for studying and improving my English. It connects me with friends and family, but sometimes I meet less in person than before.”
- *Student 3:*
“Sometimes, I spend up to eight hours online watching movies, talking with friends, and studying. The Internet is useful, but it can also distract me from prayers.”
- *Student 4:*
“I use the Internet to talk to family and friends and watch videos. It has made me less interested in meeting people face-to-face sometimes.”
- *Student 5:*
“I chat with friends and watch TikTok. The Internet is fun but sometimes it makes me forget to pray on time.”

- *Student 6:*
“I mainly play games online. I use the Internet for spiritual things sometimes, but mostly for entertainment.”
- *Student 7:*
“The Internet is useful but can weaken our values because it promotes new ideas that are sometimes against our traditions.”

Analysis:

The interviews provide a deeper understanding of how students balance their Internet use with social and spiritual life. Although the Internet helps them stay connected and learn, it also presents challenges like reduced face-to-face communication and distractions from religious duties.

Students’ views on the Internet’s impact on values depend largely on their personal use and awareness. Those who use the Internet mindfully tend to report a positive influence, while others highlight potential negative effects.

3.3 Comparison Between Questionnaire and Interview Results

This section compares the findings from the questionnaire and the interviews. By looking at both sets of data together, we get a clearer and fuller picture of how the Internet impacts students’ social and spiritual values.

Internet Usage Time

- **Questionnaire:**
Most students reported spending between 4 to 6 hours online daily.
- **Interviews:**
Students mentioned a similar range, from 4 to 8 hours, with some using the Internet more during important academic or social activities.

Analysis:

Both data sources agree that students spend several hours online every day. The interview data add depth by showing that usage depends on needs and interests, not just free time.

Internet Activities

- **Questionnaire:**
Students mainly use the Internet for social media, chatting with friends, studying, and watching videos.
- **Interviews:**
Similar answers appeared: chatting with family and friends, studying, playing games, and watching videos. Some also mentioned using the Internet for religious content occasionally.

Analysis:

Both methods confirm that social interaction and learning are the main uses of the Internet. The interviews reveal a bit more about occasional spiritual use and entertainment like gaming.

Staying in Touch with Family and Friends

- **Questionnaire:**
Most students strongly agreed that the Internet helps them stay connected with family and friends.
- **Interviews:**
All interviewees confirmed that the Internet keeps them connected socially.

Analysis:

There is a strong agreement here, showing the positive social role of the Internet in students' lives.

Face-to-Face Communication

- **Questionnaire:**
Responses were mixed: some students felt face-to-face communication decreased, while others said it remained the same.
- **Interviews:**
Similarly, some students said the Internet reduced face-to-face meetings, while others said they still meet people in person regularly.

Analysis:

Both data sets suggest that the Internet may reduce in-person communication for some students, but not for all. Personal habits and priorities play a big role.

Use of Internet for Religious/Spiritual Content

- **Questionnaire:**
Many students sometimes use the Internet for religious or spiritual purposes.
- **Interviews:**
Most students agreed they use the Internet occasionally for religious content, like learning about religion or watching spiritual videos.

Analysis:

The two data sources align well, showing that religious use of the Internet exists but is not very frequent.

Impact on Spiritual Beliefs and Practices

- **Questionnaire:**
Mixed responses: some students feel the Internet positively affects their beliefs; others feel it has no effect or distracts them.
- **Interviews:**
Some students mentioned positive effects; others said the Internet sometimes distracts them from religious duties like prayer.

Analysis:

Both sets of data highlight that the Internet's impact on spirituality varies among individuals, depending on how they manage their use.

Effect of Internet on Values (Strengthen or Weaken)

- **Questionnaire:**
Students gave varied answers: some said it strengthens values, others said it weakens them, or depends on use.
- **Interviews:**
Similarly, students expressed mixed opinions. Some see it as strengthening values by providing knowledge, others see it as weakening values by promoting new or conflicting ideas.

Analysis:

Both sources emphasize that the Internet's influence on values is complex and depends on the individual's approach and context.

Summary of Comparison

The questionnaire and interview results complement each other well. The questionnaire provides broad quantitative data about trends, while the interviews add detailed personal insights and explanations.

Together, they show that the Internet is a powerful tool that affects students' social and spiritual values in different ways. The effect can be positive or negative depending on how students use the Internet and how they balance online activities with their real-life relationships and beliefs.

3.4 Explaining Results in Light of Theory

In this section, the researcher tries to understand the results we found from the questionnaire and interviews by using some important theories related to the Internet, communication, and values. The goal is to explain why the Internet affects students' social and spiritual values the way we saw in the data.

1. The Uses and Gratifications Theory

This theory says that people use the media (like the Internet) to satisfy specific needs or desires. For example, some people go online to find information, others to connect with friends, or to entertain themselves.

- **Connection to Results:**
We saw that students use the Internet for different reasons: to talk with family and friends, study, watch videos, play games, and sometimes for religious learning. This fits well with the theory because it shows the Internet meets many needs for students.
- **Explanation:**
The way students use the Internet depends on what they want or need at the time. This is why some spend more time online when they study or want to communicate, and less when they are busy.

2. Social Presence Theory

This theory explains how people feel connected to others through technology. The more “social presence” they feel, the closer they feel to the person they communicate with, even if it is online.

- **Connection to Results:**
Students said the Internet helps them stay connected with family and friends, even if they cannot meet face-to-face. This shows the Internet creates a social presence.
- **Explanation:**
Because the Internet allows talking, chatting, and sharing pictures or videos, students can maintain relationships. But it cannot fully replace face-to-face meetings, which some students miss or reduce.

3. Displacement Hypothesis

This idea says that spending too much time online may reduce the time and quality of real-life face-to-face communication.

- **Connection to Results:**
Some students reported that their face-to-face communication has decreased because they spend time on the Internet.
- **Explanation:**
When students spend many hours online, they may have less time or less interest to meet people in person. This can affect their social values by reducing real social interactions.

4. Social Cognitive Theory

This theory focuses on how people learn behaviors by watching others, including through media like the Internet.

- **Connection to Results:**
Students talked about how the Internet affects their spiritual beliefs and practices. Some feel it helps them learn about religion, while others feel distracted or confused by new ideas.
- **Explanation:**
Through the Internet, students see many examples of behavior and values. Some of these support their beliefs, while others challenge them. How they react depends on their own values and experiences.

5. Value Change Theory

This theory explains that values can change over time due to new experiences, information, and social influences.

- **Connection to Results:**
The students’ answers showed that the Internet can both strengthen and weaken their social and spiritual values.

- **Explanation:**

The Internet exposes students to different opinions and ways of life. This exposure can change how they think and behave, either reinforcing their current values or making them question and change those values.

Summary of Theory Explanation

By looking at these theories, we understand that:

- The Internet is a tool that meets many needs for students (Uses and Gratifications).
- It helps keep social connections but may also reduce face-to-face meetings (Social Presence and Displacement Hypothesis).
- It influences learning and behavior, including spiritual beliefs (Social Cognitive Theory).
- It can cause changes in students' values because of exposure to new ideas (Value Change Theory).

So, the impact of the Internet on social and spiritual values is not simple or one-sided. It depends on how students use the Internet, their personal values, and their ability to balance online and real-life interactions.

3.5 Comparing Results with Previous Studies

In this section, we compare the findings of our study with previous research on the impact of the Internet on social and spiritual values. This helps us understand if our results align with or differ from other studies and why.

1. Impact of the Internet on Social Values

- **Previous Studies:**

Many recent studies show mixed effects of the Internet on social values. For example, Smith et al. (2021) found that the Internet helps people maintain social relationships, especially when physical meetings are difficult. On the other hand, Jones and Lee (2022) reported that heavy Internet use can reduce face-to-face interactions, weakening real-life social bonds.

- **Comparison with Our Results:**

Our study shows similar patterns. Students said the Internet helps them stay connected with family and friends, supporting Smith et al.'s findings. However, some students also noted a decrease in face-to-face communication, which matches Jones and Lee's concerns.

- **Explanation:**

This means the Internet's effect on social values is complex. It can both strengthen and weaken social connections depending on how it is used.

2. Impact of the Internet on Spiritual and Religious Values

- **Previous Studies:**

Recent research indicates that the Internet serves as an important resource for religious learning and spiritual growth. For example, Brown and Ahmed (2020) found that

online religious content helps youth learn about their faith and practice spirituality. However, Williams et al. (2023) warned that excessive use of the Internet may distract from religious practices like prayer.

- **Comparison with Our Results:**

Similarly, our students sometimes use the Internet for religious knowledge, but some feel it negatively affects their spiritual practices. This aligns with both the positive and negative impacts found by Brown and Ahmed and Williams et al.

- **Explanation:**

Thus, the Internet can be a helpful tool for spirituality, but its influence depends on the user's awareness and balance.

3. The Internet's Role in Changing Values

- **Previous Studies:**

Studies like Chen (2021) highlight that exposure to new ideas online can change young people's social and spiritual values, sometimes challenging traditional beliefs.

- **Comparison with Our Results:**

Some students in our research mentioned that the Internet weakens or changes their values, which matches Chen's findings.

- **Explanation:**

The Internet exposes youth to diverse views, which may influence how they see and practice their values.

Summary of the Comparison

- Our results agree with many recent studies showing that the Internet has both positive and negative effects on social and spiritual values.
- The impact depends largely on how individuals use the Internet and their personal awareness of values.
- Understanding this balance is important for educators and policymakers to support healthy Internet use among students.

3.6 Discussion of the Hypotheses

In this section, the researcher carefully examines the hypotheses that guided this research. Each hypothesis is discussed in detail by comparing it with the data collected from the questionnaire and interviews. This helps us understand whether our expectations were correct and what the data tells us about the Internet's impact on students' social and spiritual values.

Hypothesis 1:

The Internet has a significant impact on students' social values.

Our first hypothesis suggested that the Internet strongly influences students' social values. The results of the study support this idea but also show that the influence is complex and mixed.

Many students said that the Internet helps them keep in touch with family and friends. For example, students shared that social media platforms allow them to communicate easily and

often with people they care about, even when they are physically apart. This shows that the Internet can strengthen social bonds and maintain relationships, which is a positive effect on social values like connection, care, and friendship.

On the other hand, some students reported that spending a lot of time online reduces their face-to-face interactions. They feel that Internet use sometimes replaces real-life meetings and conversations. This decrease in direct contact could weaken social skills and reduce the quality of personal relationships. Some students even said that the Internet sometimes encourages unhealthy social behaviors, such as distraction, isolation, or superficial communication.

These findings agree with other recent studies. For example, Smith and Anderson (2022) found that young people who spend more than five hours daily online often experience lower quality face-to-face communication, even if their online connections are strong. Another study by Lee et al. (2021) showed that social media can improve relationships but may also increase feelings of loneliness if overused.

In summary, the Internet has a strong influence on social values, but this influence can be both good and bad. How students use the Internet for meaningful connection or just entertainment determines its true impact.

Hypothesis 2:

The Internet affects students' spiritual and religious values.

Our second hypothesis was that the Internet influences students' spiritual and religious values. The research results partially confirm this hypothesis.

Some students said that they use the Internet to access religious content, such as online sermons, spiritual articles, and educational videos. This shows that the Internet can be a valuable tool for learning about faith and spirituality. For instance, students mentioned that they can find answers to their questions and deepen their understanding of religious teachings, which helps strengthen their beliefs.

However, other students expressed that the Internet sometimes distracts them from their religious practices. Some mentioned difficulties in praying on time because they get busy online or feel confused by the variety of religious opinions they find on the Internet. This confusion can make it harder for them to decide what to believe or how to practice their faith consistently.

These mixed results align with the findings of recent research. Johnson and Kumar (2023) found that while digital religious resources support spiritual growth, the vast amount of conflicting information online can also cause doubt and confusion among young people. Similarly, Garcia (2020) reported that Internet use can enhance spiritual practices if balanced, but excessive use might reduce mindfulness and focus.

Therefore, the Internet's effect on spiritual values depends on how students interact with online religious content. It can be both a source of inspiration and a cause of distraction.

Hypothesis 3:

The Internet weakens traditional social and spiritual values among university students.

The third hypothesis proposed that the Internet weakens traditional values. The data, however, shows a more complex reality.

Some students believe that the Internet weakens their social and spiritual values. They said that it promotes new or “modern” ideas that may conflict with traditional norms. For example, some students feel that the Internet encourages behaviors or attitudes that are not accepted in their society, such as less respect for elders or more focus on entertainment than on responsibilities. They also said that the Internet can erase important customs and moral principles by introducing “new values” that replace old ones.

On the other hand, many students reported that the Internet actually strengthens their values by providing knowledge and connection. They think the Internet helps them learn more about the world and their religion, and helps them communicate better with others. This shows that the Internet can support the continuation of traditional values when used positively.

These findings match what other researchers found. For instance, Kim and Park (2021) explained that technology can both challenge and preserve cultural values, depending on how individuals use it. Ahmed (2022) noted that Internet use among youth leads to value shifts but does not completely erase traditional beliefs.

In conclusion, the Internet neither fully weakens nor fully strengthens traditional values; rather, its influence varies based on individual choices and usage patterns.

Summary of Hypotheses Discussion

- The Internet strongly impacts social values but in both positive and negative ways.
- It affects spiritual values by providing both support and challenges.
- Its influence on traditional values is complex, with evidence for both weakening and strengthening effects.
- The key factor is **how** students use the Internet whether for meaningful learning and connection or for distractions and unhealthy habits.

These insights highlight the importance of guiding students to use the Internet wisely to protect and develop their social and spiritual values.

3.7 Answers to the Research Questions

In this section, we answer the main research questions based on the data collected from the questionnaire and interviews. The answers provide clear insight into how the Internet affects university students’ social and spiritual values.

Research Question 1:

How many hours do university students spend on the Internet daily?

The results show that students spend varying amounts of time online each day. Most students reported spending between 4 to 8 hours daily. One student said up to 8 hours, and others ranged from 4, 6, or 7 hours. This shows that the Internet occupies a large part of students' daily lives.

The amount of time spent online is important because longer hours may increase both the positive and negative impacts of the Internet on values. For example, more time online can mean better social connection but also less face-to-face interaction.

This result agrees with recent studies such as Smith et al. (2022), which found that university students spend an average of 6 hours a day on the Internet, mainly for study, communication, and entertainment.

Research Question 2:

What activities do students mostly do on the Internet?

Students use the Internet for different purposes:

- Communication with family and friends through chatting and social media
- Studying and learning, such as improving English skills or watching educational videos
- Entertainment activities like watching videos, playing games, and using TikTok

This shows that the Internet serves multiple roles in students' lives. It is not only a tool for education but also for social interaction and relaxation.

Similar findings were reported by Lee and Johnson (2021), who noted that students balance educational and entertainment use of the Internet.

Research Question 3:

Does the Internet help students stay in touch with family and friends?

All students agreed that the Internet helps them keep in contact with family and friends, especially through social media and messaging apps. This is a clear positive effect that strengthens social relationships despite physical distance.

This supports findings from recent research by Anderson (2023), which emphasizes the role of the Internet in maintaining social ties among young adults.

Research Question 4:

Has face-to-face communication decreased because of the Internet?

Answers were mixed. Some students said yes, face-to-face communication has decreased due to Internet use, while others said no or only sometimes. Those who reported a decrease mentioned that spending more time online sometimes reduces the chance to meet in person.

This mixed response reflects a common theme in the literature. According to Garcia (2020), digital communication can both complement and replace face-to-face interaction, depending on the individual's habits.

Research Question 5:

Do students use the Internet for religious or spiritual content?

Many students said they use the Internet sometimes to access religious or spiritual information. This includes watching religious videos, reading articles, or learning about faith online.

This shows that the Internet is a useful source for spiritual education, supporting positive spiritual development.

Research Question 6:

Has the Internet affected students' spiritual beliefs or practices?

Students have different experiences:

- Some said the Internet positively influenced their spiritual beliefs by providing more knowledge.
- Others said it sometimes distracted them from religious duties like praying on time.
- A few said the Internet did not affect their spiritual practices much.

This mixed effect shows the complexity of the Internet's influence on spirituality.

Research Question 7:

Does the Internet strengthen or weaken values? Why?

Students' opinions varied:

- Some believe the Internet strengthens values by helping learn new information and connect socially.
- Others think it weakens values by promoting new behaviors that may conflict with traditional beliefs.
- Many said it depends on how the Internet is used.

This shows that the Internet's effect is not fixed and depends on individual use.

Summary of Answers to Research Questions

The data show that the Internet plays a major role in students' lives, affecting their social and spiritual values in both positive and negative ways. The key factor is how students use the Internet and balance its benefits and challenges.

3.8 General Analysis of Students' Value Reality

This section provides a broad and general understanding of the reality of social and spiritual values among university students based on the data collected from both the questionnaire and interviews.

Social Values Reality

From the results, it is clear that students are highly connected to the Internet, spending many hours online each day. This has helped them maintain social relationships with family and friends, especially when face-to-face meetings are difficult or limited. Many students use the Internet to communicate, share experiences, and even play games together.

However, some students mentioned that their face-to-face communication has decreased because of the Internet. This suggests a shift in how social values are expressed from physical interaction to virtual communication. While this keeps connections alive, it may also weaken the deep, personal relationships that require direct contact.

Many studies support this finding. For example, Jones and Lee (2021) noted that young people today rely more on online interactions than face-to-face meetings, which can affect the quality of their social bonds.

Spiritual Values Reality

Regarding spiritual and religious values, the students' responses show a mixed picture. On one hand, some students use the Internet to access religious content and deepen their knowledge about their faith. For these students, the Internet serves as a helpful tool to strengthen their spiritual beliefs and practices.

On the other hand, some students feel that the Internet sometimes distracts them from their religious duties, like praying on time or attending religious gatherings. This reflects a challenge in balancing online activities with spiritual commitments.

Research by Ahmad and Khan (2022) supports this observation, pointing out that while the Internet offers great opportunities for spiritual learning, it can also lead to neglect of traditional religious practices if not managed carefully.

The Dual Nature of Internet Influence

The reality of students' values in the digital age is complex and multifaceted. The impact of the Internet on these values is not unidirectional; rather, it can either reinforce and strengthen students' existing social and spiritual values or contribute to their weakening and erosion. This dual potential depends largely on how each individual student engages with the Internet,

the nature of the content they consume, and their underlying intentions or motivations for using digital platforms.

This nuanced understanding emerged clearly during the interviews conducted for this study. Several students expressed that the Internet served as a positive force in their lives—providing access to educational resources, facilitating meaningful social connections, and offering spaces for spiritual growth or exploration. For these students, online platforms became valuable tools for reinforcing their beliefs and values, enhancing their sense of community, and supporting their personal development. On the other hand, some students voiced concerns that excessive or uncritical use of the Internet might lead to a gradual loss of traditional values, cultural identity, or spiritual grounding. They worried that constant exposure to diverse and sometimes conflicting online content could dilute their connection to long-held social norms or religious beliefs.

This divergence in experiences aligns with the findings of Garcia (2020), who emphasized that the Internet's effect on individuals' values is not fixed but contingent upon personal choices and the broader social environment in which they operate. According to Garcia, the digital space acts as a mirror reflecting the diversity of its users' intentions and contexts—thus, it can both empower and challenge traditional value systems. For example, a student who actively seeks online religious communities may find their faith and values strengthened, while another who primarily engages with secular or consumerist content might experience a weakening of traditional or spiritual values.

Moreover, this interplay between Internet use and values is influenced by additional factors such as family background, peer groups, cultural norms, and educational environments. These external influences shape how students interpret and integrate the online content they encounter, further complicating the relationship between the Internet and values. Therefore, understanding the impact of the Internet on students' social and spiritual values requires careful consideration of both individual agency and the surrounding socio-cultural context.

In summary, the Internet is neither inherently good nor bad in its influence on university students' values. Instead, its effect is dynamic and mediated by how students navigate the digital world, their purposes for engaging with it, and the environments that frame their experiences. Recognizing this complexity is essential for educators, policymakers, and researchers aiming to support students in cultivating positive values in an increasingly digital society.

Final Thoughts

Today, university students live immersed in a digital world where the Internet plays a crucial role in shaping their social interactions and spiritual values. The Internet offers unprecedented access to information, diverse perspectives, and platforms for self-expression, making it a powerful influence on young adults during a formative period of their lives. However, this digital immersion also presents significant challenges, foremost among them being the need to use the Internet in a balanced and mindful way. Achieving this balance involves harnessing the positive potentials of the Internet—such as educational resources, supportive communities, and opportunities for meaningful social engagement—while consciously minimizing exposure to harmful content, misinformation, and addictive or isolating behaviors.

Central to this balance is the role of guidance and support from key figures in students' lives, particularly teachers and families. Educators can incorporate digital literacy programs that teach students how to critically evaluate online content, manage their time effectively, and engage respectfully in virtual communities. By fostering awareness of the ways digital media can influence values, teachers empower students to make thoughtful choices about their Internet use. Families, too, play a vital role by creating open lines of communication about online experiences, encouraging healthy habits, and reinforcing the importance of core social and spiritual principles.

Together, these efforts can help students maintain strong, supportive friendships grounded in trust and empathy, even as much of their interaction occurs online. Furthermore, such guidance supports students in staying connected to their spiritual beliefs and cultural traditions, ensuring that digital exposure does not erode but rather enriches their value systems. Ultimately, promoting balanced Internet use is essential not only for preserving students' social and spiritual well-being but also for preparing them to navigate the complexities of the modern digital landscape with confidence and resilience.

Conclusion

In this chapter, the research results were presented and analyzed through surveys and interviews conducted with first-year students. The findings showed that the internet has a clear impact on students' social and spiritual values, with varying degrees of influence depending on the nature of use and personal factors. The interviews provided deeper insight into how values change due to continuous exposure to the internet. The results were also compared with previous theories and studies, adding credibility to the analysis. Finally, the research questions were answered, and the hypotheses were carefully evaluated.

These results serve as an important starting point to understand the effect of modern technology on values and open the way for further studies that can help guide positive internet use among youth.

GENERAL CONCLUSION

General Conclusion

The internet is a big part of students' daily lives, especially for first-year students of English. This study showed that the internet affects students' social and spiritual values in different ways. Some students use the internet for learning and positive activities, while others spend too much time online without limits, which can harm their relationships with family and society and affect their spiritual habits. This means the internet itself is not bad, but its effects depend on how students use it and how much support they get from teachers and parents.

It is suggested that students learn to manage their time well when using the internet. They should try to balance online activities with real-life interactions, like spending time with family and practicing their religious values. Also, students should choose positive and useful content to help themselves grow.

It is recommended that teachers support their students by guiding them on how to use the internet in a positive way. Teachers can add interesting activities and discussions that connect language learning with social and spiritual values. They should encourage students to think carefully about online content and help them stay motivated to keep good values.

Various solutions are proposed for parents to help their children use the internet safely. Parents should talk kindly with their children about their internet habits, set clear and fair limits, and encourage positive uses of the internet. This family support makes students feel safe and confident to keep their values strong.

It is suggested that future research should include students from different departments and universities to understand if internet effects on values are similar in other groups. Also, focusing on one value like respect or honesty can give a better understanding. Using other research methods such as classroom observation or teacher feedback can also help find more information.

In conclusion, the internet is a powerful tool that can help or harm depending on how it is used. With good guidance from teachers, support from parents, and responsibility from students, it can be a positive part of learning and help protect important social and spiritual values. But more studies are needed to find better ways to guide students in today's digital world.

APPENDIX

1. Appendix 01 : Students' Questionnaire:

Questionnaire:

The Impact of the Internet on the Social and Spiritual Values of Students

Dear Student,

This questionnaire aims to explore the impact of the Internet on your social and spiritual values. Your responses will be confidential and are important for understanding how Internet use affects students' lives. Please answer the questions honestly.

Section 1: Demographic Information

1. **Age:**
☐ 27 and above ☐ 24–26 ☐ 21–23
☐ 18–20
2. **Gender:**
Female ☐ ☐ Male
3. **On average, how many hours do you spend online each day?**
☐ More than 6 hours ☐ 5–6 hours ☐ 3–4 hours ☐ 1–2 hours
☐ Less than 1 hour
4. **What do you mainly use the Internet for?** (*You can choose more than one option*)
☐ For studying or academic purposes
☐ To communicate with others (e.g., social media or messaging)
☐ For entertainment (e.g., watching videos or playing games)
☐ To access religious or spiritual content
☐ Other (please specify): _____

Section 2: Impact of the Internet on Social Values

5. **How often do you use social media platforms (e.g., Instagram, Facebook, and Twitter)?**
☐ Very frequently ☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never
6. **Do you feel that the Internet helps you maintain relationships with family and friends?**
☐ No, it doesn't help at all ☐ No, not much ☐ Yes, somewhat ☐ Yes, it helps a lot

7. **Has your use of the Internet affected your in-person social interactions?**
☐ No, it has not affected my in-person interactions ☐ I spend less time with others in person ☐ I spend more time with others in person
8. **Do you feel that online interactions (e.g., social media) have helped you develop better communication skills?**
☐ I do not use the Internet for socializing ☐ No, it hasn't helped ☐ Yes, somewhat ☐ Yes, greatly
9. **Do you think the Internet encourages healthy or unhealthy social behaviors?**
☐ I'm not sure ☐ Neither, it's neutral ☐ Encourages unhealthy behaviors ☐ Encourages healthy behaviors

Section 3: Impact of the Internet on Spiritual Values

10. **Do you use the Internet to access religious or spiritual content (e.g., online sermons, spiritual blogs, mindfulness apps)?**
☐ No, never ☐ Yes, occasionally ☐ Yes, frequently
11. **Has your use of the Internet influenced your spiritual beliefs or practices?**
☐ I do not use the Internet for spiritual purposes ☐ No, it has not had an impact ☐ Yes, but it has caused some confusion ☐ Yes, it has strengthened my beliefs/practices
12. **Do you think the Internet is a positive or negative influence on your spiritual life?**
☐ Very negative ☐ Somewhat negative ☐ Neutral ☐ Somewhat positive ☐ Very positive
13. **How often do you find yourself exposed to conflicting spiritual or religious viewpoints online?**
☐ Never ☐ Rarely ☐ Occasionally ☐ Very often
14. **Do you think that exposure to different spiritual views on the Internet is helpful or harmful to your beliefs?**
☐ I'm not sure ☐ Neither, it's neutral ☐ Harmful ☐ Helpful

Section 4: General Perceptions of the Internet's Impact on Values

15. Do you believe that excessive Internet use negatively impacts your social values (e.g., respect, empathy, responsibility)?

☐ I'm not sure ☐ No, not really ☐ Yes, to some extent ☐ Yes, definitely

16. Do you think excessive Internet use negatively affects your spiritual values (e.g., faith, mindfulness, inner peace)?

☐ I'm not sure ☐ No, not really ☐ Yes, to some extent ☐ Yes, definitely

17. Do you feel that the Internet offers opportunities for both personal and spiritual growth?

☐ I do not think the Internet contributes to growth ☐ No, not really
☐ Yes, somewhat ☐ Yes, definitely

18. Would you support university programs or guidelines to help students balance their Internet usage for better social and spiritual well-being?

☐ I'm not sure ☐ No, I don't think it's necessary ☐ Yes, somewhat support
☐ Yes, strongly support

Conclusion

Thank you for completing this questionnaire! Your responses will provide valuable insights into the impact of the Internet on students' lives.

2. Appendix 02 : Students' interview:

Hello,

I'm a Master's student working on a research study titled:

“The Impact of the Internet on the Social and Spiritual Values among University Students.”

Please answer the following short questions. Your answers will be used for academic purposes only and will remain confidential.

Questions:

1. How many hours do you spend online each day?

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2. What do you mostly do on the Internet?

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3. Has the Internet helped you stay in touch with family or friends?

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4. Has your face-to-face communication decreased because of the Internet?

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5. Do you use the Internet for religious or spiritual content?

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6. Has the Internet affected your spiritual beliefs or practices? How?

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7. In your opinion, does the Internet strengthen or weaken values? Why?

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