The Role of the Virtual Social Network (Facebook) in Spreading Verbal Abuse: A Perspective of Jordanian University Students

Hamza Khalil alkhaddam * iD

Department of Social Sciences, Faculty of Ajloun College, Al-Balqa Applied University, Ajloun, Jordan.

Abstract

Objectives: This study aimed to investigate and analyze the role of the virtual social network, specifically Facebook, in spreading verbal abuse among Jordanian university students. Additionally, the study aimed to identify the concept and types of "verbal abuse" prevalent on Facebook, as perceived by Jordanian university students.

Methods: The study employed a descriptive analytical approach to achieve its objectives. Data was collected through a questionnaire distributed to 371 male and female students in public universities.

Results: The results revealed that the students believe Facebook contributes to the spread of verbal abuse, evident in the language used in users' tweets and posts. Moreover, the study found no statistically significant differences in the role of Facebook in spreading verbal abuse among the study sample based on gender or educational level.

Conclusions: Based on these findings, the study recommends conducting further research on the role of Facebook in perpetuating verbal abuse.

Keywords: Virtual social network, Facebook, verbal abuse, spreading of verbal abuse, Jordanian university students.

دور الشبكة الاجتماعية الافتراضية (الفيسبوك) في نشر الإساءة اللفظية
من وجهة نظر الطلبة الجامعيين الأردنيين

حمزة خليل الخدام*

قسم العلوم الاجتماعية، كلية عجلون الجامعية، جامعة البلقاء التطبيقية، عجلون، الأردن.

ملخَّص

الأهداف: تهدف هذه الدراسة إلى تحليل واستكشاف دور الشبكة الاجتماعية الافتراضية (الفيسبوك) في نشر الإساءة اللفظية وهدفت أيضًا إلى تحديد مفهوم وأنواع "الإساءة اللفظية" التي أصبحت شائعة على (الفيسبوك) من وجهة نظر الطلبة الجامعيين الأردنيين.

المنهجية: اعتمدت الدراسة على المنهج الوصفي التحليلي لملاءمته لأهداف الدراسة، واستخدمت الدراسة الاستمارة كأداة بحثية لجمع البيانات حيث تم توجيهها إلى (371) طالب وطالبة في الجامعات الحكومية، وجرى أيضًا اختيار أساليب التحليل الإحصائي الملائمة لأهداف الدراسة.

النتائج: توصلت الدراسة إلى أن الطلبة يعتقدون أن اللغة المستخدمة في الفيسبوك تعمل على نشر الإساءة اللفظية كما يظهر ذلك في تغريدات المستخدمين ومشاركاتهم، إضافة إلى عدم وجود فروق ذات دلالة إحصائية حول دور الفيسبوك في نشر الإساءة اللفظية لدى أفراد عينة الدراسة من الطلبة الجامعيين تعزى لمتغيرات الدراسة (الجنس ، المستوى التعليمي).

الخلاصة: بناءً على النتائج أوصت الدراسة بإجراء المزيد من الدراسات عن دور الفيسبوك في نشر الإساءة اللفظية.

الكلمات الدالة: الشبكة الاجتماعية الافتراضية، الفيسبوك، الإساءة اللفظية، انتشار الإساءة اللفظية، الطلبة الجامعيين الأردنيين

1. Introduction

Human communities have experienced a variety of forms of violence throughout history. However, the violence that contemporary societies have witnessed is unprecedented in terms of its rapid spread, diversity of sources, multiplicity of causes, and varying motives, to the point where violence has become a feature that distinguishes contemporary societies at the present time due to its negative effects. Individually, collectively, and societally, it is harmful. Social networks have helped the emergence of violence in all its forms, including (verbal abuses), as well as its dissemination, circulation, and reproduction, all with incredible effectiveness and speed, to the point where it has become a general culture and an integral part of daily life's details. These virtual social networks have also transformed violence from an isolated incident to a broader collective situation that affects social relations in all of their dimensions, including all forms of non-material violence that harm the other, whether through language (spoken or written) or various expressive forms. As a result, virtual social networks have the power to draw attention to violent incidents around the world more effectively than traditional media (Mishri, 2012).

Since the current study focuses on the reproduction of verbal abuse through virtual social networks, we must understand the role of these networks as tools and modern media institutions that contribute to misleading individuals and falsifying their awareness and knowledge of their social reality in which individuals rely on these semi-social networks complete and understand all of its details. One of the most dangerous roles that social networking sites play in modern culture is the media's involvement in changing the public's understanding. As a result, the idea for this study arose from shedding light on Facebook and its role in reproduction the verbal abuse.

2. Problem of the study

This study focused on "the role of the virtual social network (Facebook) in spreading verbal abuse among Jordanian university students at the undergraduate level." Despite the importance of social networks and the spread of violence through them, many studies focused on the phenomenon of violence through traditional media only, its causes and repercussions on the target audience, but they did not show much interest in linking violence to new social media. Despite the importance of new social networks and the spread of violence through them, it appears clear that they have not stopped violent practices and that it takes new forms to spread violence through them, such as what is known as "verbal abuse" on these networks.

Violence, in both physical and psychological forms, is a complex process with many factors and causes, including psychological and social in many areas, such as economics, education, and even politics, as many social institutions play a role in influencing it, whether positively or negatively, beginning with the family or school and ending with media institutions. Modernity has recently emerged as one of the most important cultural institutions for transmitting society norms and is primarily responsible for language violence.

Based on the foregoing, virtual social networks can be seen as a significant tool in analyzing young people's behavior, ways of thinking, and the extent to which they engage in verbal abuse. This study arose from the fact that young people are the most used social groupings and engage with these networks.

3. Importance of the study

The study is significant because it discusses a scientific topic related to university students' interests and attitudes toward social media and their involvement in the spreading of verbal abuse, where social media is used, especially Facebook, being the most important communication tool that allows, through its various applications, a wide space for the spread of different ideas, including extremist ideas and the dissemination of hate speech among In view of the importance of the subject and its danger to the cohesion, present and future of society, the study seeks to define the concept of verbal abuse and its forms circulated through social networks and their repercussions on members of society.

On the practical level, the study can contribute to presenting a clearer picture to the concerned authorities in the state, society and the media as well as regarding the importance of knowing the content of the intellectual discourse and its impact

on society, its cohesion, values and customs. The results of the study can also contribute to raising the awareness of young people who use social media about the dangers of some practices that are published on social media pages, such as certain images or phrases that may reflect a kind of hatred against others or against the components of the same society.

4. Aims of the study

1- Identifying the concept of "verbal abuse", which has become common on the virtual social network (Facebook), from the perspective of Jordanian university students.

2- Identifying the types of verbal abuse spread on the virtual social network Facebook as from the perspective of Jordanian university students.

3- Identifying the role of the virtual social network (Facebook) in spreading verbal abuse.

4- Analyzing the effect of differences in some basic variables (gender, educational level) on the attitude of the study's sample toward the role of the virtual social network (Facebook) in the spread of verbal abuse among Jordanian university students.

5. Questions of the study

The study aims to answer the following questions:

1-   What is the concept of "verbal abuse" that is common on the virtual social network (Facebook) from the perspective of Jordanian university students?

2-   What are the forms of verbal abuse that are common on the virtual social network (Facebook**)** from the perspective of Jordanian university students?

3-   What is the role of the virtual social network (Facebook) in spreading verbal abuse?

4-   x Are there statistically significant differences at the significance level ($\alpha = 0.05$) among the study sample about the role of the virtual social network Facebook in spreading verbal abuse due to the variables (gender, educational level)?

6. Definition of terms

1**. A virtual social networking site (Facebook):** is a social networking service that allows people who share similar interests, cultures, orientations, and inclinations to share information, ideas, and cultures. In other words, they are social entities made up of people or social institutions who are linked to one another through reciprocal interactions. The word "social network" refers to websites that allow users to register and construct a virtual identity, known as a profile. These sites are known as social because they allow subscribers to exchange public or private communications, such as interactive links, videos, photos, and games (Laslag, 2016).

2. **Violence:** "A state that reflects society's health and security and emerges from a failure to meet human economic, social, political, and institutional demands." Violence comprises both physical and non-physical violence that results in sabotage, pain, injury, and fear" (Redcross, 2002, p1).

3. **Verbal abuse:** a group of violent verbal acts against others and the practice of language harshly during the process of linguistic communication and deviating from its social function. Psycholinguistics has recognized that verbal abuse is intertwined with physical violence, as verbal abuse has negative effects on feelings and emotions leads to misuse of language or Failure to maintain the ethics of communication leads to complex problems that eventually creat in deviant groups, which weakens the social order in society (Losirkel, 2006)

7. Theoretical background

In human cultures, there are numerous forms and types of violence (J Richardson et al., 2002), but verbal abuse is regarded the most dangerous sort of violence since it has a serious impact on multiplying forms of violence and intolerance at all levels of life.

Thomas Hobbes is regarded as one of the first researchers to claim that evil being at the root of human nature and that

hostility and violence are a natural human tendency. While Emile Durkheim noted that societies move from simple to complex due to moral intensity, society is exposed to social and economic changes that affect the basic structures of society and thus leave profound effects in social systems and phenomena, thus affecting the value and normative system, and the social environment becomes appropriate during the stages of this transition. Due to the rising prevalence of violence on different levels, beginning with the family as the first social structure to be impacted by societal value and norm shifts (Jamil, 2007).

As for the sociologist (Anthony Giddens), he asserts that we are witnessing a new and different historical stage in the development of electronic communication that has its own culture, which is witnessed in modern and postmodern societies. The process of forming this culture takes place so quickly that individuals hardly absorb it in a way that does not leave them enough time to adapt to it; It keeps them in a process of constant change once they begin to adapt to a pattern until they find themselves facing another new pattern that also requires them to adapt to it (Giddens, 2005).

In today's world, social networks are one of the most essential tools for social and cultural transformation, instantly exchanging ideas and influencing public opinion in a variety of societies. Although social communication improved people's ability to engage with one another, it also had a negative impact, particularly in propagating a culture of violence and hatred, as well as other bad issues. Many experts feel that social networks isolate people and reduce healthy social interaction, and that their misuse can lead to societal disintegration, defamation, violent Internet crimes (Eid and Ward, 2009)

One of the most noticeable negative aspects of using virtual social networks is what university students do when they share images and videos of themselves and their peers which interfere of their universities' general policies (Miller et al., 2010). Some people ridicule and offend them by publishing fabricated and incorrect pictures and sexual speeches that distort the biography of others, prompting legalists to demand that laws be amended and that the limits of freedom of expression and protection of individuals from abuse be considered (Wheeler, 2011).

It should be mentioned that verbal abuse is a form of violence that can be classified as a violation of the language's value structure. If language is charged with values, it has a positively influence on the listener, but if it is used in a negative way, it becomes ineffective or a neutral instrument (Abdul-Rahman, 2009). Because social media sites have become platforms for freely expressing opinions and discussing various issues, whether social or media, they can be considered an important tool for studying the behavior of young people and their ways of thinking, as well as measuring the extent to which they practice violence in its various forms.

The current study relied on the theory of uses and gratifications. This theory mainly examines the members of the media outlets that satisfy their needs and satisfy their latent desires within them. In this case, individuals are a positive audience, not a negative one, who accepts everything that the media presents, but rather has a specific purpose of exposure to this The means he seeks to achieve, for the individuals here are active researchers for the content that seems more satisfactory to them. His needs and satisfaction

The uses and gratification theory aims to meet the individual's need and his feeling of a lack of something that achieves a state of satisfaction and satiation in the event that the media content manages to fill this deficiency. Often this need is psychological as well as satisfying the individual's motive to perform a certain behavior or embrace a thought that strengthens his response to a stimulus as well as This theory emphasizes that members of the media audience have many expectations that are evident through their ability to realize the different alternatives and the various choices between the various means

From the foregoing it is clear that the developments in social networks have not been able to keep pace with many theories of influence, and this is what made the theory of uses and gratifications at the fore in many researches concerned with the study of the Internet and its positive and negative effects on the masses.

Al-Khasawneh and Al-Atoum (2021) did a field study in Jordanian society titled the role of social media in spreading hate speech from the perspective of Jordanian journalists. Where the study summarized a set of findings, the most important of which are: Those social networking sites play a role in the spread of hate speech, and that the spreading of hate speech

causes strife among society's components.

Zaghari's (2019) study, titled "The extent of the impact of social communication on linguistic pollution among students of the Deanship of Preparatory Programs at Imam Muhammad bin Saud University from their point of view," was one of the prior studies on this topic. The purpose of this study was to determine the impact of social communication on linguistic pollution in a sample of people. The study included (167) students from the target university, and the study indicated that communication sites have a partial effect on the linguistic pollution of the study sample.

Al-Rahamneh (2018) conducted a survey study in Jordanian society to identify the concept of hate speech and its forms in the Facebook network, concluding that distorting and denying facts, as well as refusing to accept differences with others, are among the most expressive concepts of hate speech, and that the role of social networks in reducing hate speech via Facebook is dependent on how well they are used.

In terms of the relationship between social media and the phenomenon of violence, a group of German researchers (2018) conducted a study titled The Role of Social Media in the Phenomenon of Violence Against Refugees in Germany, in which they explained the rise in cases of attacks against refugees on social networking sites, as well as the decrease in cases of abuse when the network connects. The study also demonstrated the significance of using social network law to prevent cases of abuse directed at refugees by requiring service providers on the Facebook website to delete inflammatory content.

In her study, Verbal abuse in social networking sites, a field study of a sample of Facebook users, Hajira (2018) explained that the phenomenon of verbal abuse on the Facebook network has become part of the lived reality in Algeria, posing a cultural challenge in addition to other challenges faced by Algerian society.

Sahari and Nabih (2017) conducted a descriptive study of many types on Facebook pages in their study titled Social Networking Sites and the Hate Speech Industry in Algeria. According to the study's findings, Facebook activists use video and photos to create hate speech based on the personality and issue under discussion, and political figures are the most frequently targeted by Facebook activists' hate speech.

Al-Sarhan (2017) did a field study in Jordanian society titled new media and hate speech - strategies of confrontation. Where the study summarized a set of findings, that the percentage of those who were exposed to hate speech through the new media is the largest, which indicates that there is fertile soil and an actual practice of hate speech via the Internet.

kuksh (2017) did a field study in Jordanian society titled the role of social networks in spreading the culture of tolerance from the perspective of Jordanian university students.. Where the study summarized a set of findings, the most important of which are: The availability of topics of tolerance culture on social networks to a high degree.

Fayyad (2017) did a field study in Jordanian society titled Combating hate speech and build up intellectual security - Developing a communication model. Where the study summarized a set of findings, the most important of which are: It is difficult to find absolute and achievable hypotheses, because the values of society and their indicators are up and down

Laslag (2016) carried out a study titled "Symbolical violence through virtual social networks: an identifying of specific forms of violence through Facebook." The purpose of this descriptive and analytical study was to investigate symbolic violence on social networks. According to the study, this type of violence conceals behind connotations, symbols, and meanings. Symbolic violence in the virtual world, like symbolic violence, in reality, is characterized by indirect and enters the mind without the victim realizing it, since it is unintentionally trained and lodged in his subconscious mind As if it is expected and sensible procedures.

Al-Amin (2015) conducted a study titled "The Impact of Verbal Abuse on the Recipient via the Media." According to the study, language filled with aggressive and cruel thoughts through the media is considered a self-motivating human to implement these concepts on the ground, resulting in the rise of violence, crime, and insecurity in human communities. The study advocated activating word restriction in media material as an attempt to prevent verbal abuse, particularly among teenagers, as they are the most social groups who use the media.

Although some studies dealt directly or indirectly with one or more of the factors in this analysis, none of them studied the relationship between the variables in this study as a whole.Thus, this study is a new approach to investigating the

relationship between social media and its involvement in the spread of verbal abuse, as it sheds light on one of the most important current technological concerns and its influence on university students of various educational levels.

8. Methodology of the study

To achieve the aims of the study, the descriptive analytical approach was used.

9. Population of the study

The study's participants are university students at public universities, and one public university was chosen in each of the Kingdom's three regions (the University of Jordan in the Central Region, Mutah University in the South Region, and Al Al-Bayt University in the North Region). The sample of the study was randomly selected from university students who use Facebook. There were 371 males and females, and the researchers distributed the questionnaire electronically. The reason for choosing the study community of young people at the university level is for two reasons: university students at this stage can deal with the questionnaire correctly in terms of filling in the required information, as well as the student at this stage is aware enough to choose the response that he believes is closest to their comprehension. According to the study variables, the following are the most significant characteristics of the study sample:

Table 1: The sample distribution based on the study variables (n = 371).

Variable	Item	Frequency	%
Gender	Male	148	39.9
	Female	223	60.1
	Total	371	100.0
Educational level	First year	9	2.4
	Second year	60	16.2
	Third year	264	71.2
	Fourth year	38	10.2
	Total	371	100.0

Table No. (1) Show that the percentage of males is (39.9%), while the percentage of females is (60.1%). With regard to the educational level variable, the highest percentage of the distribution of sample members according to the educational level variable reached (71.2%) in the third year, while the lowest percentage was (2.4%) in the first year.

10. Instrument of the study

In order to fulfill the aims of the study, the researcher used a questionnaire. Its questions were designed to cover all aspects, whether its data collecting or information about the study sample. To ensure the validity of the reading comprehension test, the instrument was presented to a jury for their recommendations regarding the clearness of the items and their suitability to the participants of the study, and the appropriateness of its paragraphs' relevance to the research's aims or the extent to which they address the study's planned elements and topics, As the questionnaire appeared in its final form, certain changes were made based on the observations of the juries. The coefficients of Chronbach's Alpha and the application coefficient for the study items were extracted using the Pearson method to determine the degree of reliability of the study instrument (the questionnaire), and it was discovered that the study instrument has a high degree of reliability, as shown in Table No (2)

Table 2: Pearson's reliability coefficient Chronbach's Alpha correlation method and instrument reliability coefficient

Items	Chronbach's Alpha	Pearson's reliability
The meaning of verbal abuse that spread on the virtual social network (Facebook)	0.85	0.84*
Types of verbal abuse that are common on the virtual social network)Facebook**)**	0.87	0.85*
The role of the virtual social network)Facebook(in the spread of verbal abuse	0.85	0.84*
Total	0.86	0.84*

*Statistically significant at the significance level (α≤ 0.05).

Table No. (2) Shows that the stability coefficients of the (Chronbach's Alpha) method ranged between (0.85-0.87), which are high and acceptable values for application purposes; most studies indicated that the reliability coefficient was accepted (0.60) (Hair, et al, 2010), and the table shows that the correlation coefficients in Pearson's method for the study items ranged between (0.60) (Hair, et al, 2010).

11. Statistical Analysis

To answer the questions of the study, appropriate statistical analysis methods were used for the study's objectives and questions, based on the Statistical Package for Social Sciences (SPSS) program.

12. Findings of the study

This study aimed to reveal the role of Facebook in the spread of verbal abuse. The following are the findings of the study.

1. **Discussion of the First Question Results**

The results of the first question, which states: "What is meant by verbal abuse used on the virtual social network (Facebook) from the perspective of Jordanian university students? " To answer this question, the percentages, averages, and standard deviations of the sample attitudes were calculated of the sample's situation on items of the meaning of the linguistic abuse used on the virtual social network Facebook as shown in table (3):

Table 3: The averages and standard deviations of the sample's attitudes on items of the meaning of the verbal abuse prevalent on the virtual social network Facebook, in descending order (n = 371).

No.	Item	Attitudes			standard deviations	averages	Level
		Agree	Neutral	Disagree			
1	On Facebook, verbal abuse is defined as aggressive behavior based on the use of harsh language.	97.1	1.8	1.1	0.62	4.37	High
2	Verbal abuse is any despicable verbal abuse of others through the social media site Facebook.	96.4	2.1	1.5	0.88	4.28	High
3	Verbal abuse is defined as any behavior that is insulting to others and results in a societal problem as a result of language misuse on the social media network Facebook.	96.4	2.1	1.5	0.88	4.28	High
4	Verbal abuse refers to a variety of verbal and psychological abuse used by one person to compel another person to do or not do something on Facebook.	95.7	3.1	1.2	0.81	4.18	High

No.	Item	Attitudes			standard deviations	averages	Level
		Agree	Neutral	Disagree			
5	Actual assault or tendency to assault and express feelings of anger on Facebook users by posting offensive emoji	95.5	3.1	1.4	0.61	4.04	High
6	Verbal abuse, in all of its form, has a direct impact on the mental health of Facebook users.	94.8	3.7	1.5	0.92	3.97	High
7	Verbal abuse on Facebook is the release of pent-up emotions through bad language communication.	94.5	2.9	2.6	0.92	3.97	High
8	Verbal abuse on Facebook is defined as aggression that has a psychological and social impact on those who receive it through the use of negative emojis.	93.2	3.2	3.6	1.06	3.69	High
9	Verbal abuse is the informal expression of multidimensional inner goals posted on Facebook	91.9	5.1	3.0	1.08	3.52	High
10	The use of symbols, signs, connotations, and negative imagery that represent a violent culture that causes harm to others in its content.	91.6	4.8	3.6	1.03	3.42	High
Total		94.7	3.1	2.2	0.88	3.97	High

Table No (3) shows the following:

The concept of verbal abuse via the virtual social network Facebook includes 10 items, all of which were received. a high degree.

The average for this question ranged from (4.37) to (3.42), indicating that all of the items for this question were answered to a high degree.

The mean of all items in this question was (3.97), indicating that the concept of verbal abuse on the virtual social network Facebook is completely understood by the study sample.

It is clear from the table results that the he ability of the study sample to define the concept of verbal abuse on the virtual social network Facebook through the content published on the Facebook pages, which appears in their responses to the items mentioned in the above table, where the researcher believes that this result is logical and appropriate. Because the current era is defined by the era of rapid media, which has an impact on the recipient and has reduced the entire world to a small village, the impact of social media on the acquisition of negative and negative values by university students differs. As can be seen in the table, the idea of verbal abuse is well understood among university students.

This demonstrates that social media plays a negative influence in linguistic pollution among undergraduate students, as confirmed by the Al-Rahamna study (2018), which clarifies the idea of hate speech among undergraduate students.

2. Discussion of the second Question Results

The results of the second question, which states:" what are Types of verbal abuse that are common on the virtual social network (Facebook) from the perspective of Jordanian university students?" To answer this question, the percentages, averages, and standard deviations of the sample attitudes were calculated of the sample's situation on items of Types of verbal abuse that are common on the virtual social network (Facebook) from the perspective of Jordanian university students?"

Table 4: The averages and standard deviations of the sample's attitudes on items of Types of verbal abuse that are common on the virtual social network (Facebook), in descending order (n = 371).

No.	Item	Attitudes			standard deviations	averages	Level
		Agree	Neutral	Disagree			
1	The use of obscene words and profanity phrases in the comments of some users to social sites, particularly Facebook, is one of the types of verbal abuse common on those sites.	96.5	2.5	1.0	0.64	4.41	High
2	The presence of phrases circulating among browsers that encourage the spread of certain messages, particularly religious sayings, such as "If you do not publish them, the devil has prevented you."	96.3	2.2	1.5	0.62	4.37	High
3	Verbal abuse is a type of symbolic violence that can be regarded a violation of language's value structure.	95.4	3.1	1.5	0.89	4.26	High
4	Irony and racist jokes can have a negative impact on society	95.1	2.9	2.0	0.81	4.14	High
5	Rumors and fake news are unknown and untrustworthy.	94.6	3.1	2.3	0.86	4.04	High
6	Statements and adverts in which a terrorist group announces that it is using Facebook to disseminate its extreme ideology.	94.2	3.7	2.1	0.92	3.97	High
7	Manipulation of Facebook users' emotions by seeming to utilize rationality	93.2	2.9	3.9	0.92	3.97	High
8	Impersonating someone and sending obscene messages in their name	92.2	4.2	3.6	0.98	3.70	High
9	The misuse of various terminology and connotations due to a lack of knowledge of their true meaning and the context in which they are used, resulting in misunderstanding and violence.	91.9	5.1	3.0	1.07	3.46	High
10	The rejection of the other through the use of linguistic texts displays an increasing bullying of the language's dark side.	88.6	8.8	2.6	1.07	3.46	High
11	Convulsive writing based on narrow thinking, such as utilizing provocation, sarcasm, provocation, denigrating the other, atonement, classification, or fostering the spirit of sectarianism. This is one of the sources of difference and dispute.	88.4	9.8	1.8	1.07	3.46	High
Total		93.3	4.3	2.4	0.89	3.93	High

Table No (4) shows the following:

-The question of "what are the Types of verbal abuse that are common on the virtual social network (Facebook) from the perspective of Jordanian university students?" includes 11 items, all of which were received. a high degree.

-The mean for this question ranged from (4.41) and (3.46) this indicating that all of the items for this question were answered to a high degree.

-The average of all items in this question was (3.93), indicating that Types of verbal abuse that are common on the virtual social network (Facebook) is completely understood by the study sample.

-The table shows that the study sample was able to identify different types of verbal abuse on the virtual social network Facebook based on what was published on their Facebook pages. The researcher believes that this result reflects the study sample's harmony toward various types of verbal abuse on Facebook, where all of the averages came to a high degree. This study differs from the findings of the Al-Rahamna study (2018), which confirms the existence of variation and differences

in the study sample members' responses to the concept of forms of hate spread on Facebook, but it agrees with the findings of the Hajira study (2018), which confirms the clarity of the forms of hate speech among the study sample.

3. Discussion of the third Question Results

The results of the third question, which states:" what is the role of the virtual social network (Facebook) in the spread of verbal abuse from the perspective of Jordanian university students?" To answer this question, the percentages, averages, and standard deviations of the sample attitudes were calculated of the sample's situation on items of the role of the virtual social network (Facebook) in the spread of verbal abuse as shown in table (5).

Table 5: The averages and standard deviations of the sample's attitudes on items of the role of the virtual social network (Facebook) in the spread of verbal abuse, in descending order (n = 371).

No.	Item	Attitudes			standard deviations	averages	Level
		Agree	Neutral	Disagree			
1	The language used on social media contributes in the spread of a culture of verbal and behavioral violence.	97.5	1.5	1.0	0.62	4.37	High
2	Facebook users are constantly viewing offensive written texts and emojis.	96.6	2.2	1.2	0.67	4.21	High
3	Through the misuse of language, social networks cause tension among society's constituents and lead to rivalry and discrimination.	95.9	3.1	1.0	0.88	4.18	High
4	The common language on social media provides descriptions of controversial figures that go beyond the limitations of their atonement and include judgments on them.	95.7	2.9	1.4	0.83	4.15	High
5	Facebook encourages a culture of verbal abuse, such as insulting people, calling them immoral, calling them what they despise, and accusing them of being bad.	95.3	3.1	1.6	0.86	4.04	High
6	Responding to some people's works that are founded on lies and distortions of facts, in the style of linguistic terrorism	94.8	3.7	1.5	0.74	4.02	High
7	We discover that the majority of publications and opinions fall into the category of insult, which finally leads to the verbal abuse.	94.2	2.9	2.9	0.73	4.01	High
8	On social media, live broadcast videos demonstrate violence of dialogue, verbal interruption, violence of loud voices during discussion on broadcasts, raising of hands, and violence of speech without allowing the other to finish his speech.	93.9	4.9	1.2	0.78	4.00	High
9	Following the language used in the media on social media, we see that it is part of language violence directed at many users.	93.2	5.5	1.3	0.92	3.97	High
10	Spreadingrumors,falsehoods, and fake news on Facebook deliberately	92.3	6.5	1.2	1.06	3.69	High
Total		94.9	3.6	1.5	0.89	3.93	High

Table No (5) shows the following:

- The question which state "what are the role of the virtual social network (Facebook) in the spread of verbal abuse?" Includes 10 items, all of which were received. a high degree

- The mean for this question ranged from (4.37) and (3.69) this indicating that all of the items for this question were answered to a high degree.

- The average of all items in this question was (3.93), This suggests that the virtual social network (Facebook) is founded on the spread of verbal abuse.

- According to the table, the virtual social network (Facebook) plays a significant role in the spread of verbal abuse through the photos, videos, and negative comments posted on its pages. This result, according to the researcher, is acceptable because social media, particularly Facebook, gives users the freedom to access the site at any time, create profiles and friendships, and exchange various messages with other users, allowing for freedom of expression and thus allowing social networking sites to be a place to negatively express reality. Lack of restriction on negative freedom of expression is maybe one of the most dangerous forms of violence spread on Facebook, and this is what Laslag (2016), Al Rahamna (2018), and Zaghari (2018) eat.

4. Discussion of the fourth Question Results

The results of the fourth question, which states:" Are there statistically significant differences at the significance level ($\alpha = 0.05$) among the study sample about the role of the virtual social network Facebook in spreading verbal abuse due to the variables (gender, educational level)?" To examine the degree of difference in the study sample's opinions about the role of the virtual social network Facebook in spreading verbal abuse based on the study variables. The means and standard deviations were calculated, and the t-test was used to determine differences in the study sample's responses to the role of the virtual social network (Facebook) in the spread of verbal abuse from three major aspects that the study focused on (the concept of verbal abuse, forms of verbal abuse, and the role of Facebook in spreading verbal abuse). Therefore, according to the statistical rule, to accept the difference in the opinions of the study sample if the value of its statistical significance is less than the test's significance level of 5%

First: The gender variable

The gender variable was used to analyze the degree of difference in the study sample's responses to the role of the virtual social network (Facebook) in spreading violence across all items of the study and the tool as a whole. As shown in Table (6):

Table 6: analyzes the gender differences in the study sample's perceptions on the role of the virtual social network (Facebook) in spreading verbal abuse on the study items and the tool as a whole.

NO.	Items	Gender	No.	Average	Standard deviation	T-test	Sig
1	The meaning of verbal abuse that spread on the virtual social network (Facebook)	Male	148	4.146	0.936	0.977	0.323
		Female	223	4.233	0.821		
2	Types of verbal abuse that are common on the virtual social network (Facebook)	Male	148	4.358	0.690	0.00	0.993
		Female	223	4.354	0.652		
3	The role of the virtual social network (Facebook) in the spread of verbal abuse	Male	148	3.9257	0.919	1.001	0.318
		Female	223	4.0024	0.907		
4	Total	Male	148	3.6149	1.046	3.022	0.083
		Female	223	3.7419	1.048		

Table No. (6) shows that there are no statistically significant differences in the opinions of the study sample about the role of the virtual social network Facebook in spreading violence depending on the gender variable for all items of this study and the tool as a whole at the significance level $\alpha= 0.05$, indicating that Facebook use is not linked to gender (both males and females).

Second: the Educational level

The educational variable was used to analyze the degree of difference in the study sample's responses to the role of the virtual social network (Facebook) in spreading violence across all items of the study and the tool as a whole. As shown in Table (7):

Table 7: analyzes the educational level differences in the study sample's perceptions on the role of the virtual social network (Facebook) in spreading verbal abuse on the study items and the tool as a whole.

NO.	Items	Educational level	No.	Average	Standard deviation	T-test	Sig.
1	The meaning of verbal abuse that spread on the virtual social network (Facebook)	First	9	3.625	0.91613	1.784	0.15
		Second	60	3.4098	1.02269		
		Third	264	3.3144	1.09771		
		Fourth	38	2.9211	1.40235		
2	Types of verbal abuse that are common on the virtual social network (Facebook)	First	9	4.1111	0.88042	1.978	0.117
		Second	60	3.7333	0.88042		
		Third	264	3.7509	0.96445		
		Fourth	38	3.511	1.21231		
3	The role of the virtual social network (Facebook) in the spread of verbal abuse	First	9	4.00	0	1.551	0.201
		Second	60	3.08667	1.01625		
					0.77058		
		Third	264	4.0833	0		
		Fourth	38	3.00	0.57735		
4	Total	First	9	4.00	0.9469	1.237	0.296
		Second	60	3.4737	1.11182		
		Third	264	3.4151	1.17045		
		Fourth	38	3.7188	0.91613		

Table No. (7) shows that there are no statistically significant differences in the opinions of the study sample about the role of the virtual social network Facebook in spreading violence depending on the educational level for all items of this study and the tool as a whole at the significance level α= 0.05, indicating that Facebook use is not linked to educational level whether at the (first, second third or fourth year).

13. Conclusion and recommendations

The study found that university students at public universities use social media, particularly Facebook, and that it has an impact on the spread of verbal abuse. The averages of the study sample's responses on the study instrument's items as a whole ranged from (3.93-3.97), indicating a high evaluation degree.

The statistical analysis revealed that the study variables (gender, educational level of the student) have no statistically significant differences in the role of the virtual social network (Facebook) in spreading verbal abuse among the study sample of university students, implying that Facebook has a significant impact on users regardless of gender or the educational level.

Recommendations

The researcher suggests the following based on the study's findings:

- Civil society organizations should contribute through several means including the social networks themselves in spreading a culture of tolerance and rejection of hate

- The study recommends conducting more studies on various aspects of the subject of verbal abuse, and ways to confront this phenomenon through the social networks themselves, and not only through the penal laws.

- Creating youth groups on social networking sites with the purpose of addressing social and cultural concerns in order

to consolidate and encourage positive values among young people.

- University students should be warned against using Facebook to discuss negative issues that may affect student-family connections.

References

Al-Amin, S. (2015). *The Impact of Linguistic Violence on the Recipient through the Media, Master Thesis*, Abdelhamid Ben Badis University, Mostaganem, Algeria.

Al-Mansour, M. (2012). *The impact of the social network on the audience of the recipients: A comparative study of social sites and websites: Arabic as a model, Master Thesis*, Arab Open Academy, Denmark.

Al-Rahamna, N. (2018). *Hate Speech in the Facebook Network in Jordan Survey Study, Master's Thesis*, Middle East University, Amman, Jordan.

Al-Sarhan, F. (2017). New media and hate speech - strategies of confrontation. *The International Media Conference: Media between Hate Speech and Intellectual Security at the Faculty of Journalism and Mass Communication, Zarqa University, Jordan*.

Al-Tarabishi, M., & Al-Sayed, A. (2006). *Communication Theories*. (1ˢᵗ ed.). Cairo, Egypt: Dar Al-Nahda Al-Arabiya.

Eid, M. & Ward, S. (2009). Ethics, New Media, and Social Networks. *Global Media Journal*, 2(1), 1-4.

Fayyad, M. (2017). Fighting Hate Speech and build up Intellectual Security in the Media - Developing a Communication Model. *The International Media Conference: Media between Hate Speech and Intellectual Security at the Faculty of Journalism and Mass Communication, Zarqa University, Jordan*.

German Researchers Group. (2018). The role of social media in the phenomenon of violence against refugees in Germany. *Al-Ghad newspaper*.

Giddens, A. (1990). *The Consequences of Modernity*. (1ˢᵗ ed.). Cambridge: Polity Press.

Giddens, A. (2005). Sociology. Beirut, Lebanon: the Center for Arab Unity Studies.

Hair, J.F., Black, W.C., Babin, B.J., & Anderson, R.E. (2010). *Multivariate Data Analysis*. (7ᵗʰ ed.). New Jersey: Prentice Hall, Upper Saddle River.

Hajira, D. (2018). *Verbal abuse in social networking sites: A field study of a sample of Facebook users. Master's thesis*, Abdelhamid Ben Badis University, Mostaganem, Algeria.

Izzy, A. (2009). *Philology and violence of tongue and media in the Arab region: The Arabic tongue and the problem of reception*. (1ˢᵗ ed.). Beirut, Lebanon: Center for Arab Unity Studies.

Jamil, A. (2007). *Social violence: a study of some of its manifestations in Iraqi society. (*1ˢᵗ ed.). Baghdad, Iraq: House of Public Cultural Affairs.

Kuksh, A. (2017). *The role of social networks in spreading the culture of tolerance from one point of view -The view of Jordanian university students. Master's thesis*, Middle East University, Amman, Jordan.

Laslag, A. (2016). Symbolic violence through virtual social networks A reading of some images of violence on Facebook. *Almieyar Journal, Prince Abdul Qadir University of Islamic*, 39, 517 – 542.

Loserkel, J. (2006). *Language Violence*. Lebanon: The Arab Organization for Translation.

Miller, P., Parsons, K., & Lifer, D. (2010). Students and social networking sites: the posting paradox. *Behavior & Information Technology*, 29(4), 377- 382.

Morsi, M. (2012). Digital Social Networks: A Look at Jobs. *Arab Future Journal*, 395, 1, 95.

Redcross, J. W. (2002). *Negligent actions arising from violent acts in the public and private schools*. The University of Alabama at Birmingham.

Richardson, C.J, Petruckevitch A, Chung WS, Moorey S, Feder G. (2002). Identifying domestic violence: cross sectional study in primary care. *BMJ*, 324, 274–80.

Sahari, M., & Nabih, A. (2017). social media sites and hate speech industry in Algeria, prescriptive study of several models via Facebook pages. In *International Media Conference: Media between Hate Speech and Intellectual Security, Faculty of Journalism and Media, Zarqa University* (p. 553).

Wheeler, Th. (2011). Facebook Fatalities: Students, Social Networking, and the First Amendment. *Pace Law Review*, 31 (1), 181-227.

Zaghari, M. (2019). The extent of the impact of social communication on linguistic pollution among students of the Deanship of Preparatory Programs at Imam Muhammad bin Saud University from their point of view. *International Journal of Psychological and Educational Studies*, 5(2), 161 – 177.