

Awareness of Al-Ain University students of dialogue that enhances the intellectual security through the use of social media

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This study is aimed at identifying the level of awareness of dialogue Culture that university students in the UAE have that enhances the intellectual security through the use of social media. The study consisted of 494 male and female students from Al-Ain University's faculty of Science and Technology. The study used the descriptive method for data collection. Findings revealed that the awareness level of Al-Ain University is high. In addition, the results indicated that there are no significant differences of their awareness due to the gender variable but there is significant differences of their awareness due to their educational level. The main recommendation of the study is to continue to guide students to focus on using the appropriate methods of meaningful dialogue through the use of social media as a means to enhance the intellectual security of students. This is activated through the use of cultural activities and dialogues in meetings and other activities.

Key words: *Awareness, intellectual security, dialogue, Al-Ain University.*

Introduction

Philosophy considers that consciousness is the essence of mankind that distinguishes them from other living beings. Consciousness accompanies all human thoughts and behaviours, which is called "automatic consciousness". It is connected to the set of feelings that lie in the depths of the self since awareness of the things around leads to safety. It is a solid fact that there is no stability when the security is lost, and one of the most important types of security is intellectual security, which allows people - regardless of their affiliation, thought or opinions - to exercise their lives and express it with complete freedom and complete

tranquillity (Ben Atta, 2017; Shah & Shah 2018). The current era is characterized by the development of technology and the spread of social media and the speed of communication between individuals. It is also accompanied by the spread of modern technology devices among the members of the society, especially youth, and the increasing frequency of communication among them on the widest scale, and the importance of this group and what it requires in building their community and their homeland and achieving its aspirations and hopes.

Preparing them in educational institutions, including universities, requires directing them to use meaningful dialogue through social media. This will strengthen their intellectual security is strengthened and protect them from extremist ideas (Semec, 2018).

The importance of dialogue stems from its prominent role in helping members of society in general, students in general and students of educational institutions in particular to master the talk in various vital area. The consequent discussion of ideas in the areas of wider dialogue through social media requires the safe opening of channels of communication and intellectual dialogue to take advantage of modern technology and use it to enhance intellectual security (Slaves, 2013).

Therefore, it can be said that the use of social networks is a double-edged sword in terms of both wasting time and also benefitting from it. Awareness of the dialogue, knowledge of how to use social networks, awareness of the importance of intellectual security and reflection on state stability and progress is very important. Thus, it is significant to focus on educational institutions in public and higher education.

Statement of the Problem

Some studies, including Hazani (2017), have pointed out that there is a vital need to study dialogue through social media and to study its impact on youth ideas. The awareness of the use of targeted dialogue through social media communication among university students represents the highest level of advancement and progress in their ideas. It disseminates the intellectual security that leads to the stability of their society and university, and reduces the chances of negative effects.

Further, there is a pressing need to identify the way students' are using communication outlets such as social networks in the campus and outside. This is due to the concern of the results of this communication and to what extent the students use it positively to strengthen meaningful dialogue and to refute extremist ideas. Hence, this study aims at identifying the awareness of university students in the United Arab Emirates with the focus on dialogue for intellectual security. In addition, it aims at identifying the intellectual threats and the

destructive trends among the interlocutors and their negative impact on their ideas. This also includes their negative effects on intellectual security through the use of social media at Al Ain University for Science and Technology. The study is focused on answering the following questions:

- 1- What is the degree of awareness students of Al Ain University have in the Culture of dialogue which enhance intellectual security through the use of social media
- 2 - Are there statistically significant differences in the students' assessment of the Culture of dialogue for intellectual security through the use of social media due to the different variables of the study (specialization, gender, level of study)?

Objectives

The study aims to:

- 1- To identify the degree of awareness of the students of Al Ain University for Science and Technology in the Culture of dialogue which enhance intellectual security through the use of social media
- 2- To identify the significant differences in the students' assessment of the Culture of enhanced dialogue for intellectual security through the use of social media due to the different variables of the study (specialization, gender, level of study)

Significance of the Study

The study is significant due to the following.

- 1- This study may benefit the different educational institutions in general and the UAE universities in particular to expose the students' awareness of the method of dialogue through the use of social media and thus help in diagnosing the situation of students and their role in enhancing intellectual security.
- 2- The results may of benefit to researchers and those interested in the field of education from the scale of the study and the theoretical framework it provides.
- 3- It may provide the staff in the field of education with a set of facts about dialogues through social media. This will help them in the preparation of educational programs and guidance to raise the level of these dialogues in order to enhance the intellectual security of students.
- 4- Giving some recommendations to the field for improving dialogues through social media.

Limitations

The study has some limitations:

1. Topic limitation: The study is limited to the awareness of the students of Al Ain University in the method of enhanced dialogue for intellectual security through the use of social media.
2. Geographic boundaries limitation: The study is limited to Al Ain University.
3. Human limitation: The study is limited to a sample of students from Al Ain University.
4. Time limitation: The researcher conducted the field study in the first semester of the academic year (2018 \ 2019).

Terminology of Study

Dialogue "is a conversation between two or more parties with the aim of presenting a thought, or presenting a perception of a subject away from intolerance and achieving greater understanding in order to reach useful general objectives".

Social networking means "Web-based applications, which provide fast communication and interaction between users through the use of written, audio or video messages, and enable the sharing of ideas, opinions, news and suggestions among users" (Badi, 2017, p. 3).

The procedural definition of dialogue through social media: This is what the university students at Al Ain University do from various dialogues using social media to exchange information, news, events and feelings with other parties in a reciprocal manner.

Intellectual security: is to maintain the integrity of ideas and beliefs of the individuals with the provision of tools of research and knowledge and to identify the correct ways of thinking, complemented and complemented the course of pedagogy and good communication.

Theoretical Framework and Literature Review

Literature review

In this section, dialogue, intellectual thought and security, and the relationship of dialogue to intellectual security are discussed.



What is dialogue?

Dialogue is one of the most communicative methods that involves many good morals that should be enjoyed by everyone. Dialogue affects the patience of individuals and their ability to be heard by others. The importance of dialogue is to reach many satisfactory solutions for all parties. It is a source of exchange of ideas and cultures. Dialogue requires parties to engage in dialogue on one or more issues, and dialogue is a multifaceted and includes verbal dialogue, dialogue through social media or electronic communication (Khoja, 2009).

Dialogue is the best way to discuss, correct and purge ideas, and therefore it is through a common etiquette that must be given by the parties. Thus, any successful dialogue should contain the following (Al-Mizar, 2017):

1. The politeness and showing the ethics of a good Muslim.
2. Respect, appreciation and recognition of others' feelings.
3. Respect the other party.
4. Stay away from ambiguity and be clear
5. Discussing the issues of dialogue and not the parties to the dialogue.
6. Discipline in logical and mental rules.

The culture of dialogue:

"Culture is the product of what all members of the community have learned from the way of life, ways of thinking, knowledge, beliefs, feelings, attitudes and values, and the tools and machines used to satisfy the needs, adapting to the social and natural environment" (Abdelkhalik and Ali, 2007, p. 12).

Further, culture is considered as the intellectual paths resulting in the independence of the individual and society. It deepens the cultural identity supports intellectual security.

Culture of dialogue: Society consists of a group of individuals with certain characteristics and common interests, but they may differ in colour, sex or religion. Therefore, the dominant language is the language of understanding based on dialogue and acceptance of the other (Sukar, 2013, p. 246).

Humans are different in colour and gender as well the ideas and feelings. This is what calls them for continuous dialogue to correct their ideas and immunization and work on their development and investment.

Types of networks and networks of dialogue through social networking:

Social networks and means of communication are divided into two categories: (Hazmi, 2009).

1. The public social communication: It is shared by members of the community and achieves various purposes including acquaintance, exchange of ideas and conversations.
2. Professional communication: It is used in the professional aspects, such as looking for career opportunities and professional development, and communication between professionals and exchange ideas and opinions or professional business contacts

Intellect:

The concept of intellect: it as a "mental phenomenon, which results from thinking processes based on cognition, analysis and generalization" (Badawi, 1993, p. 425).

Security: it is "readiness and safety through preserving the five necessities of any aggression against it and All that indicates the meaning of rest and tranquillity, and the provision of happiness and progress in any matter of life is security" (Hoymell, 2000, p. 9).

Likewise, security is defined by al-Hazmi, (2009, p. 21) as "the reassurance of the human religion, and the same, and his family, and his money, and other rights, and not fear at the present time or time in the inside of his country and outside, the enemy and others, And the guidance of revelation and respect for morality "

Previous definitions reveal the concentration on self-security rather than overall security of the individual and the surroundings. An individual may be self-reliant on the misery of others or the surrounding natural or human environment.

Thus, the security can be defined as the true sense of security and psychological stability of the individual and the surrounding, which provide happiness and constant certainty of the different place and time and mass of different individuals and communities and all that surrounds them.

Intellectual security: is one of the most important elements of life, and it is one of the blessings offered on other graces. Security has been associated with the need to survive as stated in the verse: "Who fed their hunger and saved from fear" Koran: verse (4). Intellectual security is one of the highest degrees of security because it is related to the mind that distinguishes human beings from others. Therefore, the researcher defines intellectual security as distancing him/herself from any harmful things by possessing the correct middle



method, establishing correct knowledge and sound values. Then integrating it with his society according to the highest levels of collective and collective immunization.

The Relationship of Dialogue to Intellectual Security

Dialogue has an effective role in satisfying the human need for communication with others to achieve many goals and benefits. The dialogue also plays a vital role in the awareness of the members of the society and the immunization of destructive ideas. This is achieved through meaningful dialogue, addressing the phenomenon of extremism and extremism in society. It creates a culture of dialogue among young people to help distinguish between right and deviant ideas.

The dialogue is also one of the most important factors that support the bonds of cooperation, cohesion and social cohesion among the members of society. It also supports positive discussion to exchange useful ideas and opinions and raise awareness of social responsibilities, rights and duties. Further, it is also an interesting and popular way to convey ideas, instil values and ethics, communicate information and gain skills (Hwish, 2017).

Literature Review

This section involves the research related to the present study.

John (2017) conducted a study titled: “The Role of Colleagues in Maintaining Intellectual Security Through the Use of Social Networking Networks in Jordanian Universities”, and found that students understand the importance of maintaining intellectual security through the use of social networks in Jordanian universities. In addition, there is an absence of gender variable differences in students’ estimation about the role of colleges in maintaining intellectual security through the use of students in social networking networks. Likewise, Beni Atta's study (2017) did not find significant differences due to the variable of the educational program based on dialogue and discussion strategies.

Al-Mutairi's study (2017) found that the role of the university was moderate, and there were no statistically significant differences in the students' social security on intellectual security attributed to the variable of the academic level.

Abu Teeb and Al-Baz (2016) found that the social networks have an impact on the intellectual security of students in general and to a medium degree. Similarly, Jain, Gupta and Anand (2012) found that social networks have an impact on the public opinion of youth.



Further, Afendi, Ambi and Hassan (2012) conducted a study among Malaysian university students and found that social communication services were high and most of these uses were in unofficial learning.

In similar manner, The Kuppuswamy and Narayan's study examined the impact of social networking sites on youth education and found that young people are highly attracted to communication sites.

Al-Rubaie (2010) studied the role of the curriculum in enhancing the concepts of intellectual security among university students in Saudi Arabia. Results revealed that the courses of education and Islamic culture are among the most important courses that support the concepts of intellectual security.

Al-Mutairi (2017) and others focused on the development of intellectual security through a dialogue-supported educational program such as the Beni Atta study (2017). This study is considered as the first study to recognize and discuss the student's awareness of meaningful dialogue. Thus, this research tries to fill the gap in the studies that deals with the importance and awareness of the demand for dialogue that leads to the strengthening and stability of security.

Methodology and Procedures of the Study

Study Approach

The researcher used the descriptive method to achieve the objectives

Study population

The study population consists of all the students of Al Ain University (8,000 students).

The study sample

The sample of the study was chosen based on random stratified method. It consists of (494) students; 235 males and 259 females.

Table (1) shows the distribution of the sample members according to their variables.

Table 1: shows the distribution of the numbers of the sample according to the variables: specialization, gender and level of study

variables	Variable types	Number	Total
Academic major	Literary	240	494
	Scientific	254	
Gender	Male	235	494
	Female	259	
Academic level	First	113	494
	Second	122	
	Third	134	
	Fourth	125	

Instrument

To achieve the objectives of this study and based on literature, the researcher adapted questionnaire from John (2017) study which consists of 23 items.

Validity

The validity of the tool was verified by showing it to a group of 14 professors in the UAE universities in order to judge the suitability of the objectives of the study, the safety and the appropriateness of the language. After validation, the tool was adapted and reduced to 20 items.

Reliability

The reliability of the instrument was verified by distributing it to a sample of 17 students from outside the study sample over a two week period. Findings showed high reliability at (0.87) Pearson Correlation coefficient. This ratio is according to the Pearson method sufficient to give the tool stability.

Each of survey items was given a graded scale based on the Likert scale (ie. very large, large, medium, low, and very small). The highest grading in the approval was given five grades and the lowest grading in the approval was one grade, and the grades were arranged in descending order 5,4,3,2,1.

To determine the level of reality, the difference between the two sides was divided into 5 levels by subtracting the upper limit of the alternatives (5) - the minimum of (1) equals (4).

4 5 5 levels = 0.8. When the minimum is one degree, then the octet is incremented by 10 per mark according to each statement. Thus, the weights of the paragraphs are as follows:

- (1 - 1.8) Very low awareness.
- (1.81- 2.6) low awareness.
- (2.61 - 3.4) Average awareness.
- (3.41 - 4.2) high awareness.
- (4.21-5) Very high awareness.

Study variables

Independent variables:

Academic specialization (literary specialization, scientific specialization.

- 1- Gender: (Male Female).
- 2- Academic level: (first year, second year, third year, fourth year).

The dependent variable: Awareness of the students of Al Ain University for Science and Technology in the method of enhanced dialogue of intellectual security through the use of social media

Results

First question

The first question: "**What is the degree of awareness of the students of Al Ain University of the Culture of enhanced dialogue of intellectual security through the use of social media?**"

In order to answer this question Chi square was used: The frequencies and averages of the responses of the sample students were calculated on the questionnaire sections. The following table 2 illustrates this:

N	Items	Level of awareness					Chi square	Mea n	Stan dard devi ation	Awar eness	Rank
		Very high	Hig h	Me diu m	Litt le	Ve ry littl					

						e					
1	Dialogues through social media promote moderation and counter extremism	115	153	170	51	5	195,9	3,65	0,77	High	7
2	I think that dialogue through social media leads to the abuse of religion and the promotion of false beliefs and ideas.	44	86	151	139	74	82,2	2,77	1,17	Medium	20
3	Dialogues through social media disseminate destructive ideas.	45	78	167	158	46	144,44	2,83	1,07	Medium	19
4	Dialogues	92	151	111	10	39	65,8	3,32	1,2	Medium	17

	through social media increase my ability to deal with each other positively..				1					m	
5	Dialogues through social media help me to accept differences of opinion	94	171	155	60	14	173	3,55	0.95	High	12
6	I see that irrational dialogues through social media help to promote intellectual misconduct.	126	154	134	62	18	130,7	3,62	0.93	High	10
7	I see that dialogues through social	163	163	126	31	11	215,7	3,88	0.89	High	3

	media will be used positively in spreading the call to Islam.										
8	Dialogues through social media promote loyalty and national belonging.	178	157	122	32	5	237,4	3,95	0,83	High	1
9	Dialogues through social media help me to learn about events and their impact on society.	144	202	123	23	2	287,4	3,94	0,86	High	2
10	Dialogues through social media contribute to the adoption of	108	118	158	87	23	99,62	3,41	1,15	High	14

	the habits and traditions of non-Muslim communities										
11	I see that dialogues through social media contribute to spreading rumors and misconceptions.	127	137	169	51	10	175,4	3,65	0,99	High	8
12	Dialogues through social media deepen the religious values of young people	80	118	200	78	18	181,4	3,33	1,13	Medium	15
13	Dialogues through social media help me to acquire the	78	109	158	97	52	63,11	3,13	1,2	Medium	18

	values and customs of an authentic society										
14	Dialogues through social media help me to engage in substantive discussion and dialogue.	111	186	142	45	10	206,47	3,69	0,91	High	6
15	I am interested in dialogues through social media as a tool to acquire knowledge in my field of specialization.	141	193	124	33	3	243,96	3.51	1.03	High	13
16	I am interested in publishing the content of targeted	126	181	131	49	7	196,80	3,75	1.05	High	4

	dialogues through social media to benefit everyone.										
17	Dialogues through social media contribute to the exchange of noble feelings	119	197	97	71	10	189,4	3,70	1,01	High	5
18	Dialogues through social media contribute to shaping public opinion	99	180	151	48	16	189,83	3,61	1,06	High	11
19	Dialogues through social media increase the awareness of interlocutors	107	172	150	59	6	184,64	3,64	0.98	High	9

	about the things they interact with										
20	Dialogues through social media contribute to fruitful discussions and curb the threats of intellectual security.	85	90	142	145	32	88,40	3,33	1,2	Mediu m	16
Total								3,51	0,5	High	

* All values of the Chi square function at the level of 0.01

Table 2 indicates that the students' awareness level is high with an average of (3.51). This might be due to the awareness of the family dialogue with their children. That is, families exchange dialogues with their children. Further, social network might play a role in enhancing intellectual security and avoiding nervousness in dialogue. Moreover, this could also be attributed to the role of teaching staff urging their students to use the enhanced dialogue of intellectual security as well as the prosperity of the state and society as a whole. The results of this study are consistent with the study of Afendi, Ambi and Hassan (2012), which demonstrated that the use of social networking sites among Malaysian university students was high and the study of Kuppuswamy and Narayan (2010) which revealed that young people are significantly attracted to the networking sites.

By contrast, this study differs with the study of John (2017), which concluded that the student is aware of the importance of maintaining intellectual security through the use of social networks in Jordanian universities, and Al-Mutairi (2017), which found that the role of

university administration was moderate in the face of communication risks and emphasized that social networks have a moderate impact on the achievement of intellectual security among students.

All values of the square were statistically significant at (0.001) indicating real differences in the frequency of students' responses to the substitutions in relation to the field items.

14 items received a large degree of awareness; these items are: (1, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19) while the rest of items achieved medium awareness.

Item 8 achieved the first rank concerning students' awareness "3.95". This could be attributed to the progress of national achievements which enhance and support national dialogues. This result is consistent with the study of Abu Step and Albaz (2014), which recommended the use of social networks in promoting the intellectual security.

Item 8 is followed by item (9) "Dialogues through social media help me to know the events and their reflection on society" with an average of "3.94", while the paragraph "I believe that technical dialogues lead to the abuse of religion and promotion of beliefs and false ideas." was in the last rank of awareness with an average of "2.77".

This might be due to the dangers and ideological ideas that are broadcasted by the provocative enemies through means of social communication. These results are consistent with the study of Al-Mutairi (2017), which confirmed the existence of a relationship between the risks of social networks and intellectual security.

Results related to the second question

Are there any statistically significant differences in the students' assessment of the Culture of enhanced dialogue for intellectual security through the use of social media due to the different variables of study (specialization, gender, level of study)?

To answer this question, the averages and standard deviations were calculated as explained below:

A - Specialization

Table 3: below shows the means, standard deviations and the results of the (T) test for the variable of specialization

specialization	Number	Mean	Standard deviations	T. Value	Significance
Literary	240	3,56	6,78	0,41	No significance
Scientific	254	3.45	7,2		

It is clear from the previous table that there are no statistically significant differences between literary and scientific disciplines in the use of dialogues through social media and their relation to enhancing intellectual security. This may be due to the awareness of the family and educational institutions of the importance of meaningful dialogue while using social networks, and to guide students constantly to take this as a basic base to enhance intellectual security and its requirements, and to reflect the progress and prosperity of society.

B- Gender variable

Table 4: shows the mean and standard deviations, and T test results on gender variable.

Gender	Number	Mean	Standard deviation	Freedom level	T value	Significance
Male	235	3,53	7,23	492	0,230	No significance
Female	259	3,48	6,74			

Table 4 above shows that there is no statistically significant difference in the intellectual awareness of Al-Ain students due to the gender variable. This might indicate that the purposeful dialogue is an approach and a way to the student through the education they received in the family and the educational institutions. Results of this study are consistent with the study of John (2017) concerning intellectual security through the use of students to social networks in Jordanian universities. John's study found that Jordanian universities' students understand the importance of maintaining the intellectual security through the use of social networks. Further, it was found that there were no significant differences in the awareness due to gender.

C- Educational level

Table 5: The averages, standard deviations, and the results of the (single variance analysis) test were calculated.

Source of Contrast	Total squares	Degrees of freedom	Average squares	F value
Between groups	5,10	3	1,7	0.01
Within groups	6344,3	490	12.95	
Total	6349,6	493		

Table (5) shows that there are statistically significant differences in the results of the (single variance analysis) test to calculate the differences between the estimation of the sample members due to the variable of the academic level. For more accuracy, Schiffe test for the post-comparisons was conducted.

Table 6: shows results of the Schiffe test for the post-comparisons for the variable of the academic level

Educational level	3.28	3.39	3.44	3.75
First	--	0.10	0.16	0.47
Second	---	---	0.5	0.36
Third	-	-	-	0.31
Forth	-	-	-	-

Table (6) points out statistically significant differences between students due to the variable of the academic level in favor of fourth year students. Perhaps this is due to the fact that these students are more aware than their colleagues because their educational level is higher than others. The results of this study differ with Al-Mutairi's study (2017), which offered no



significant differences in the students' assessments of the role of the university in confronting the dangers of social networks on intellectual security due to the variable of the academic level.

Conclusion and Recommendations

Based on the study's findings, the researcher recommends the following:

1. Guiding students to focus on the method for meaningful dialogue through the use of social media as a means to enhance the intellectual security of students. This is achieved through the activation of cultural activities and theatrical purpose, and through the guidance of faculty members in the systematic and methodological meetings at the university.
2. Building dialogue platforms for university students with content, academic activities and enrichment to develop their knowledge and intellectual and linguistic skills.
3. Conduct more research on cultural programs to develop the skills of cultural dialogues through social media.
4. Conduct further studies on this subject in UAE universities with different variables

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