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## The Impact of the Internet on Family Values for students

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### Article info

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### Abstract

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The Research title is “ The Impact of the Internet on Family Values at “ ShahidBeheshti “ University in the academic year 2010-2011. this research tries to study the impact of Internet on family values to show if there is a relationship between students use of Internet with family values. Based on this, the aim of the present research is the study of the impact of Internet on family values. Family values are a set of ethical viewpoints pertaining to family matters that have the potential to have divisive effects for the private and public spheres. Traditional family values are usually passed on from one generation to the next, giving children the structure and boundaries in which to function and thrive. The Research is focused to analysis the research topic. The research method, Survey and data collection tool is questionnaire. Samples studied 384 from university students that stratified sampling proportional to size and finally using Randomly selected. The results of this research pattern of inverse relationship between the independent variables and the dependent variable .In other words, inverse and significant relationship between the independent variables include student access to the Internet, Most students use the Internet, their dependence on the Internet, the Internet interactive media, space and intimacy Emotional relationships, engaging students in discussion and debate team, accepted them on the interactive website, feeling of being anonymous on the Internet, the family informed about their children's use of media with family values.

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## Introduction

Family is the basic foundation of the society, and is the main vehicle for the maintenance and transference of social values. Because of the expansion of virtual communication in the era of globalization, a modern technology, the moral values and principles of the family as the most important social institution has been fundamentally affected, and has been an inevitable phenomenon. Internet as the most intriguing phenomenon of the twenty-first century is a huge and globalized system which consist of humans, information, and computers as a vital mediums for communication for most people in different countries has an intriguing expansion in recent years, and with the provision of emergence of a network society has brought hopes and threats as an instrument which goes beyond time and space (Anderson, 1984). Focus on communication and entertainment, the popularization of entertainments which are beyond time and space, and new aspect of modern media which have several tasks at the same times, enjoyment for youth of the ability of doing several tasks at the same time and the feasibility of new kinds of emotional, aesthetical, and cultural participation are among the principal characteristics of modern media and in particular Internet. Mean while, there is a great concern that the expansion of modern technology through the transfer of cultural values which are incompatible with fundamental and traditional values, and cultural roots, and ultimate goals of our society world create a cultural crisis. With the expansion of technology and emergence of mass media including Internet, family values are affected and we can notice changes in behaviors and speaking of young generation. Internet and virtual environment from a functionalist point of view are a multi-dimensional space of the areas of

psychological, educational, moral simultaneously (12 اسلويين: 1380). The increase in virtual space could replace factual life with virtual life and could cause users to base their perception life experienced virtual space and could lose their perception of factual space and could not form relationship whit it. (Maryama, 1997)

There is possibility that the users interpret their factual space in terms of virtual relationships. On the other hand, over-presence in Internet space could cause reduction in the level of responsiveness and users neglect of their educational programs which are predicted for them, and the continuation of this situation could cause educational under-achievement, social isolation and reduction of family values. Regarding the increasing usage of Internet and embodiment of world village and the role of university students in future human capital and the importance of accessibility to valid information through different ways and with respect to increasing use of internet by university students, this research tries to study the impact of Internet on family values to show if there is a relationship between students use of Internet with family values. Based on this, the aim of the present research is the study of the impact of Internet on family values<sup>5</sup> (5: 1383 آزادار مكيو امامي،).

To study family values it's necessary to define family values. In recent media use, family right.

Generally, family values are the moral and ethical principles upheld and transmitted within a family, which become the ideals, customs, institutions of a society toward which the people of the group have an affective regard. In the case of this examination, family values will be conceptualized as a set of moral attitudes concerning highly debated family issues, such as premarital sex, cohabitation, contraceptive use, and abortion (Katherine, 2011)

The study of family values must begin with a discussion of the issues that have shaped the family values debate. Basic demographic characteristics and beliefs are key indicators for why a person could choose to align themselves with a specific side of these issues, and such indicators are critical in understanding the importance of family values. The first section of this chapter will focus on the literature of family values, specifically the topics associated with sexual values. Next, literature concerning demographics and religious beliefs are examined in the context of value attitude prediction. The section concludes with a discussion of the growing body of literature on Internet use as it relates to family values. (Katherine, 2011)

### Literature Review

Family values are those which a family shares for the common good of its members. Values unite the parents and the family while bringing freedom to its members to pursue happiness, to give and receive love and to know the truth. These values enrich and guard the intimacy of the family members.

With the advent of technology and communication in families, and the social values of families affected by changes in behavior and

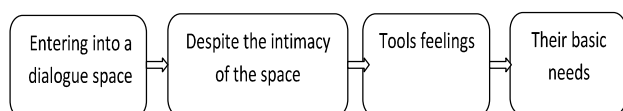
discourse the young generation . Among these are the means of Internet access. In addition the strengths of the Internet today, is to have certain weaknesses. Communication distances have disappeared, as the wall between humans is largely transparent. (اسلوين, 1380 : 83) So, how can we imagine that the means of social groups, including all group means, Families that do no work. Without doubt, the evolution of the family in modern society is not merely a function of mass media. However, ask yourself whether the nuclear family in turn influenced the development of a new Internet rejected.

Herbert Marcuse's in *One-Man domains Book* as dominant logic of technological rationality argues that Technical advances in the technology community, rather than freedom and human mastery over nature leads to a factor Exploitation has become more human. He said the man has a car, and other aspects of the personality man has vanished. Ethics, language, culture, art, emotions are all affected by the rule and technology one of the trends established in the realm of thinking of individual rights and individual freedoms, the traditional concept of deposit is taken away and replaced with material culture . (كفاشي, 1384 : 85)

Habermas' public area of a space that people can rationally approach discussed in this discuss and agree: "in that space can equally take part in these environments, the power discussions do not interfere, in any matter to be considered in these discussions, and people can debate the issues. They raised their privacy, this question is always open and you can always refer to it and about it discussed (آزادار مكيو امامي، 1383:65)

The online environment provides the space and the public sphere of Habermas has, to some extent, Public sphere is an arena in which people come together to participate in discussions in an open and public Ideally coming from a communicative action "through the speech, the dialogue will be realized. Interactive environments in space. Habermas discusses the Internet will be realized and it can be stated thus: Habermas' speech Believes that there are certain basic needs that all people are genuine or they are completely free and this need not necessarily be applied by anyone who sincerely enter into a dialogue will discover. (استيون, 1380 : 7 )

Internet people can easily discuss your needs and the needs of the project and discuss the formation of a space for dialogue and new ideas in these discussions is formed Habermas says that power relations between speakers and listeners are connected, causes of In other words, the same way or to the same application functionality has been integrated in to ordinary language and in descriptive language of any speech act involves a speaker's sincerity or honesty with which I Feelings, needs to hear the inner voice of Vanity'm just saying this is thatthelisterMyinnerfeelings andmotivations oftheworldas well astoassesstheauthenticity meofleads. (هابرماس منقوع عن طريق بيوزي, 1379: 102)



Kily and Vlkhart found people whoarehighly motivatedto maintain Join in agroup , andarethereforemore dependent onthe approval, it seemsunlikelythatthe communicationmessages

Thatpointto acceptthenorms and values of thegroup.Thepersonconfirmedthe agreementto beacquired.(منقول عن كوهن,1378:345)

Waldhalvolatilecontentofcommunicationspeaksf actor thatreduces thelikelihoodofgraduation. Heconsideredthe long term effectsofshort-term effectsof retention or some kindofa messageifthemessageis greater thantheeffect oflong-termuse (منقول عن فيندال و معاونة,1376:330)

DeflwerandBalrwkech in our model depend on the media to believe that an important condition For effects, the dependence of some communication medium, the conduit for people to Obtain important information about the sense of independence, they can create more Effect is similar to that channel with other channels does not provide information It is important(همان,370 ) Usingthis theory, we proposedInternet addiction,Sothat Internet usersbecome dependent onthe Internetwithlittleopportunityto addressAnd thismaylessen the importance offamily andthefamily ofInternet users andtheFamilyvaluesarereduced.

### Statement of Problem

Why is it important to study family values? It's important for social scientists to give attention to family values because family values influence society from the micro to the macro level. Often, children's identity and core beliefs are shaped by theteachings and beliefs of their families. Later in life, the adults based their decisions on these core beliefs that shaped them in childhood.

Such decisions can have far-reaching, global impacts. While these are attitudes that will determine norms and rules for behavior, they are also potential predictors of formal policy change. Preliminary studies and existing literature reveals the fact that the relationship between used of the internet and family values. In this study, the researcher has tried to examine what effects the Internet has on students' family values? Do Be acknowledged that strengthen or weaken family values are affected by the use students of Internet? Do the relationship between students' access to the Internet and family values?the relationship between students' use of the Internet and there are family values? Do the relationship between students' dependence on the internet and there are family values? Do the relationship between internet interactive media and there are family values? Do the relationship between Students use kind of Internet and there are family values? In other words, if students have access to the Internet, they have different family values.

#### **Research Objectives:**

The objectives of this paper are as follows:

- A. understand the current situation of family values among students.
- B. Understanding the impact of the Internet.
- C. achieve a theoretical model about the students family values that Internet use for application of strategic solutions.

#### **The research hypothesis**

- A. The hypothesis of no difference :
  1. students Family values who have Internet access as compared with Students who do not have access to the Internet is different.
  2. Family values of male and female students have access to the Internet is different.
  3. students family values who have Internet access from each location Internet is different.
  4. students Family values who have Internet access available in each length (Daily, weekly and monthly), the Internet is different.
  5. students Family values have access to the Internet using a variety of separation Internet environments is Different .
- B. The hypothesis of a relationship :
  1. There is a Relationship between related students to the Internet and family values .
  2. There is a Relationship between Atmosphere of intimacy among the students in an interactive environment and family values .
  3. There is a Relationship between The emotional ties of engaging students in interactive and family values .
  4. There is a Relationship between Students entering in research groups and value of family .
  5. There is a Relationship between admission Students in interactive environment and family values .
  6. There is a Relationship Between student satisfaction and family values .
  7. There is relationship between student use of the Internet and family values.

Table 1: Operational definitions of independent and dependent variables

| <b>A. Independent variables (items)</b>  | <b>Variable</b>   |
|--|---|
| Amount of leisure time on the internet, much less reluctance to use the Internet ,to reduce your sleep<br>For internet use, no discomfort to use the Internet  | Internet addiction  |
| Refer to the Web for itself alone, with internet friendship, friendship with a homosexual relationship with a non-Gays in the Internet environment, to be available on the Internet to heterosexual friends, heterosexual friends find on the Internet   | Intimacy space  |
| Grievance to the Internet, interest in online environments, interest in non-gay friends on the Internet, like Not to abandon friends online, meet friends online in the external environment   | Emotional ties  |
| 1. Reading and listening to group discussions, interactive Internet environment 2. Questions in this area 3. Help<br>Internet users  | Talk<br>Group   |
| Respect to Internet users, respect to Internet users in the real environment, receiving a congratulatory<br>The importance given to speaking of Internet users, Internet users cared to talk on the Internet in The real environment   | Acceptance<br>Take  |
| 1 Internet users conceal gender. 2.Happiness for the lack of looks for your introducing user 3. As Other personalities on the Internet   | Satisfaction of feeling<br>Anonymity on the Internet        |
| 1. Using the Internet to place family members 2. The family agreed to use the Internet 3. Inform families of Students use the Internet   | Awareness by<br>The family of Use<br>Children from Internet |
| <b>B) the dependent variable (item)</b>  |   |
| 1. Care to eat dinner as a group 2. Fun loving group with members<br>3. Having the thoughts and opinions of parents 4. Important to obey the letter of the parent 5. Consult with family members<br>6. Attach importance to the opinions of parents 7. Commenting on the choice of parents love their children. 8 and enjoy the Talking with family members 9. Parental consent for marriage | Values<br>Family  |

**The research method** was survey and statistical population (10642) included all undergraduate and graduate students at ShahidBeheshti University in the academic year 2010-2011. A sample of 386 students was selected through stratified random sampling to participate in the study.

### **Sample volume**

sampling students College of Social Sciences, University of was chosen based classification. the General Social Sciences consists of (188 of the total number, 86 the appropriate Total ) service ( 308 of the total number, 141 were proportional to size ) plan (342 of the total number, 157 were proportional to size ) And then measure the performance of random sampling was used. The choice of the number of samples to be sure, the results of the research generalized to the larger population. Study population and its characteristics, and more importantly, the heterogeneity homogenous phenomenon, research, sampling and the sampling is effective. But public research Cochran social statistical formulas are used according to the sampling Venture given.

In the present study  $p$  the probability of the trait in the population of 5% ,  $q$  not probability of the trait in the population of 5%  $T$  and sampling error equal to 05% , and correct speech 1,96  $N$  and Number of students (20041), the number of

samples is 384.

Measure in this study is a questionnaire based on Likert Design

Table 2: Mean, standard deviation and coefficient of internal consistency of the scale items internet addiction (Questions 1 to 5), the space of intimacy (questions 6 to 9), emotional relationships (questions 10 to 14), group debate ( Questions 15 to 17), being accepted (questions 18 to 20), satisfied feeling of anonymity on the Internet (questions 34 to 23), about a family of children using the Internet (questions 24 to 26), family values (questions 27 to34) According to preliminary review and final evaluation

|  | Preliminary review        |                            |      |      | final review              |                            |      |      |
|--|---------------------------|----------------------------|------|------|---------------------------|----------------------------|------|------|
|  | Alpha if deleted question | Correlation with the total | SD   | Mean | Alpha if deleted question | Correlation with the total | SD   | Mean |
| 1.I spent time on the Internet   | 0.90                      | 0.28                       | 0.77 | 2.03 | 0.952                     | 0.62                       | 1.95 | 4.20 |
| 2.I try search my newest clothes on the Internet                               | 0.90                      | 0.32                       | 0.83 | 4.42 | 0.952                     | 0.54                       | 1.18 | 4.73 |
| 3.do not like the use of the Internet is less                                  | 0.90                      | 0.47                       | 0.74 | 2.33 | 0.952                     | 0.45                       | 1.30 | 4.44 |
| 4.I use the Internet for less than your dreams.                                | 0.90                      | 0.24                       | 0.76 | 2.22 | 0.952                     | 0.36                       | 1.27 | 4.35 |
| 5.If there is no access to the internet, I feel sad                            | 0.90                      | 0.20                       | 0.85 | 2.15 | 0.952                     | 0.54                       | 1.27 | 4.67 |
| 6.I went alone to the Internet itself  | 0.90                      | 0.11                       | 0.86 | 2.61 | 0.951                     | 0.36                       | 1.32 | 5.20 |
| 7.I use the Internet to communicate with friends online                        | 0.90                      | 0.45                       | 0.80 | 1.93 | 0.952                     | 0.38                       | 1.16 | 5.26 |
| 8. Followed by non-gay friends on the internet.                                | 0.90                      | 0.48                       | 0.80 | 2.14 | 0.952                     | 0.48                       | 1.16 | 4.97 |
| 9. I have Heterosexual love in the internet.                                   | 0.90                      | 0.03                       | 0.90 | 2.45 | 0.952                     | 0.50                       | 1.19 | 5.29 |
| 10. I love in the internet by heart the pain of others.                        | 0.90                      | 0.17                       | 0.93 | 2.71 | 0.951                     | 0.47                       | 1.15 | 5.55 |
| 11. I love Interest in the environment the internet.                           | 0.90                      | 0.43                       | 0.94 | 2    | 0.952                     | 0.48                       | 1.28 | 5.55 |
| 12. I'm more with heterosexual friends in Internet.                            | 0.90                      | 0.20                       | 0.79 | 2.37 | 0.952                     | 0.54                       | 1.47 | 5.38 |
| 13. Do not like Friends Internet set aside.                                    | 0.90                      | 0.45                       | 1    | 2.33 | 0.952                     | 0.34                       | 1.21 | 5.17 |
| 14. I like The meeting in Outside with friends online                          | 0.90                      | 0.09                       | 0.95 | 2.53 | 0.951                     | 0.33                       | 1.16 | 5.17 |
| 15. I love Reading and listening to Group discussions in interactive Internet. | 0.90                      | 0.47                       | 0.67 | 2.40 | 0.952                     | 0.61                       | 1.32 | 5.05 |



|  |      |      |      |      |       |      |      |      |
|--|------|------|------|------|-------|------|------|------|
| 16. I love Questions in interact with others online  | 0.90 | 0.59 | 0.78 | 2.13 | 0.952 | 0.73 | 1.51 | 5    |
| 17. Help to Others Users are attractive to me.   | 0.90 | 0.47 | 0.74 | 2.33 | 0.952 | 0.45 | 1.30 | 4.3  |
| 18. Internet users to Real environment of respect is greater.  | 0.90 | 0.43 | 0.79 | 2.21 | 0.951 | 0.25 | 1.31 | 3.97 |
| 19. Internet users to talk Available on the Internet than in the real environment. is given more importance. | 0.90 | 0.36 | 0.76 | 2.41 | 0.952 | 0.58 | 1.42 | 5.02 |
| 20. Messages of congratulations received It is fascinating to me.  | 0.90 | 0.09 | 0.85 | 2.72 | 0.952 | 0.35 | 1.10 | 4.50 |
| 21. I try to Gender Evident in the use of Internet I do not.   | 0.90 | 0.47 | 0.78 | 2.52 | 0.952 | 0.48 | 1.43 | 4.88 |
| 22. I try to Other characters as introduced in the Internet.   | 0.90 | 0.46 | 0.86 | 2.26 | 0.952 | 0.49 | 1.10 | 5.14 |
| 23. Of the individual on the Internet I ma happy.  | 0.90 | 0.51 | 0.72 | 1.69 | 0.952 | 0.16 | 1.17 | 4.67 |
| 24. I use the internet because Family use Internet are granted.  | 0.90 | 0.20 | 0.90 | 2.27 | 0.951 | 0.57 | 0.99 | 4.82 |
| 25. My family agreed I use the Internet.   | 0.90 | 0.49 | 0.71 | 2.31 | 0.952 | 0.48 | 1.25 | 4.79 |
| 26. my family know what I do in internet   | 0.90 | 0.41 | 0.76 | 1.98 | 0.952 | 0.28 | 1.26 | 5.02 |
| 27. Eating dinner as a group Collective family is important to me.   | 0.90 | 0.09 | 0.85 | 2.72 | 0.952 | 0.35 | 1.10 | 4.50 |
| 28. I love Fun with my family.   | 0.90 | 0.45 | 0.85 | 1.84 | 0.951 | 0.41 | 1.31 | 4.91 |
| 29. I agree What's parents said  | 0.90 | 0.51 | 0.71 | 1.89 | 0.952 | 0.69 | 0.96 | 5.17 |
| 30. Obedience to parents It is important to me   | 0.90 | 0.01 | 0.94 | 2.39 | 0.952 | 0.50 | 1.12 | 4.94 |
| 31. With family members I often consult.   | 0.90 | 0.04 | 0.92 | 2.57 | 0.952 | 0.38 | 1.05 | 5.17 |
| 32. Dialogue with members Families enjoy.  | 0.90 | 0.23 | 0.87 | 2.59 | 0.952 | 0.58 | 1.38 | 5.17 |
| 33. Parents comment Select friends are   | 0.90 | 0.37 | 0.75 | 1.90 | 0.952 | 0.19 | 1.43 | 4.23 |

|   |      |      |      |      |       |      |      |      |
|---|------|------|------|------|-------|------|------|------|
| important to me.  |      |      |      |      |       |      |      |      |
| 34. Satisfaction of parents in Marriage is important to me. | 0.90 | 0.48 | 0.95 | 1.68 | 0.951 | 0.52 | 1.37 | 4.61 |

Hypothesis test:

**Hypothesis 1:** exchange departments of family male and female students who have Internet access is defferant.

Table 3: defferant Mean values of family male and female students who have access to the Internet.

|                  | Sex    | the average | Mean  | standard deviation (SD) | standard deviation (SD) from Mean |
|------------------|--------|-------------|-------|-------------------------|-----------------------------------|
| values of family | Male   | 103         | 45.54 | 10.487                  | 1.724                             |
|                  | female | 281         | 48.46 | 7.954                   | 2.206                             |

Table 4: Comparison of means test for independent groups

|        | Difference Values Family Students Separately Gender | Lone test for Equality of variances |                   | Comparison test for independent groups |                |                                |                 |                               |                                 |       |
|--------|---|-------------------------------------|-------------------|--|----------------|--------------------------------|-----------------|-------------------------------|---------------------------------|-------|
|        |   | F                                   | Level Significant | t                                      | Freedom degree | Level Significant t two Domain | Difference Mean | Difference Deviation standard | confidence interval 95% Percent |       |
|        |   |                                     |                   |  |                |                                |                 |                               | Low                             | High  |
| Family | Equality Variances                                  | 1.56                                | 0.213             | -0.914                                 | 48             | 0.03                           | 2.92            | 3.197                         | 9.348                           | 3.506 |
| Values | Inequality Variances                                |                                     |                   | -1.043                                 | 27.691         | 0.04                           | 2.92            | 2.800                         | 8.659                           | 2.817 |

The research hypothesis is that the difference between a hypothesis and a two-tailed significance level (0.03) which is below 0.05 ( $P \leq 0.05$ ) and the upper and lower limit of the 95% confidence interval, Family values indicate differences between male and female students have access to the Internet is In other words, family values than female students as male students 4 shows the increase in size of the unit.

**Hypothesis 2:** Family students values who have Internet access , according to place using the Internet is different.

Table 5: Table of differences family values between students who have Internet access to Location separate using the Internet .

| Resources        | Total square | degrees of freedom | Mean Square | F     | Significant level |
|------------------|--------------|--------------------|-------------|-------|-------------------|
| Between-group    | 746.929      | 2                  | 373.465     | 4.061 | 0.020             |
| Within the group | 11679.563    | 127                | 91.965      |       |                   |
| Sum              | 12426.492    | 129                |             |       |                   |

according to F Calculated (4,061) and level of significance (0,020) can be judged that between the mean scores family values of students who have Internet access based on Where there is difference significant use of the Internet . to determine the lowest and highest different used LSD test in the table below.

Table 6: LSD test for differences in family values students who have access to internet for each location using.

| Values Family |               | Mean difference | Deviation Standard | Significant level | 95%  |      |
|---------------|---------------|-----------------|--------------------|-------------------|------|------|
|               |               |                 |                    |                   | low  | High |
| internet café | University    | -3.44           | 3.306              | 0.030             | 9.98 | 3.10 |
|               | House         | 1.75            | 3.251              | 0.020             | 4.86 | 8    |
| University    | internet café | 3.44            | 3.306              | 0.030             | 3.10 | 9.98 |
|               | House         | 5.01            | 1.763              | 0.005             | 1.52 | 8.50 |
| House         | internet café | -1.57           | 3.251              | 0.020             | 8    | 4.86 |
|               | University    | -5.01           | 1.763              | 0.005             | 8.50 | 1.52 |

According to the table above, and using LSD test, we can get those use internet at the University of compared with those who use the internet in café net 3.44 and those in the home of 5 units from the mean values are lower Also, people who use the internet café in compared with those use internet at home are higher 1.57 . A conclusion it can be said with reference to the significance of this difference can be explained the difference is generalized to the whole population, and the maximum difference between the average exchange departments.

**Hypothesis 3:** family values Students who have Internet access based on during Access the Internet is different.

Table 7: Table of differences between family values students who have Internet access to During each access, (using ANOVA)

| Resources        | Total square | degrees of freedom | Mean Square | F     | Significant level |
|------------------|--------------|--------------------|-------------|-------|-------------------|
| Between-group    | 1718.535     | 2                  | 859.268     | 9.153 | 0.000             |
| Within the group | 16522.191    | 176                | 93.876      |       |                   |
| Sum              | 18240.726    | 178                |             |       |                   |

The calculated F (9.153) and level of significance (0.000) can be judged that the mean scores of family values students who have Internet access based on during access (daily, weekly, and monthly) there is a significant difference. To clarify used in the table below.

Table 8: Table of LSD test between family values students who access to the Internet during each access.

| Values Family |         | Mean difference | Deviation Standard | Significant level | 95%    |       |
|---------------|---------|-----------------|--------------------|-------------------|--------|-------|
|               |         |                 |                    |                   | low    | High  |
| Daily         | Weekly  | 5.10            | 2.457              | 0.039             | 0.25   | 9.95  |
|               | monthly | 9.39            | 2.398              | 0.000             | 4.65   | 14.12 |
| weekly        | Daily   | -5.10           | 2.457              | 0.039             | -9.95  | -0.25 |
|               | monthly | 4.29            | 1.548              | 0.006             | 1.23   | 7.34  |
| monthly       | Daily   | -9.39           | 2.398              | 0.000             | -14.12 | -4.65 |
|               | Weekly  | -4.29           | 1.548              | 0.006             | -7.34  | -1.23 |

According to the table above, and using LSD test, we can get those use internet daily in comparison with people use internet in month are higher 9.39 and with people who use the Internet weekly are more than 5.1 Also, compared with those who use weekly Internet are higher 4.29 with people who use the Internet monthly. A conclusion it can be said with reference to the significance of this difference can be explained The difference is generalized to the whole population and maximum mean values Family is the people who use the Internet daily and the minimum of those who eat the rest of the monthly Internet use are in the later stages.

**Hypothesis 4:** Family values for each of the students who have Internet access The use of the Internet environment is different.

Table 9: Table differences between family values students who have Internet access to The use of the Internet environment (using ANOVA)

| Resources        | Total square | degrees of freedom | Mean Square | F     | Significant level |
|------------------|--------------|--------------------|-------------|-------|-------------------|
| Between-group    | 9.823        | 2                  | 4.911       | 4.031 | 0.000             |
| Within the group | 24489.171    | 157                | 155.982     |       |                   |
| Sum              | 24498.994    | 159                |             |       |                   |

The calculated F (4.031) and level of significance (0.000) can be judged The mean scores of family values students who have Internet access based on The use of the Internet environment, there are significant differences. The LSD test was used to determine the minimum and maximum differences in the table below.

Table 10: table LSD test difference between family values students who have Internet access based on The use of the Internet environment

| Values Family |          | Mean difference | Deviation Standard | Significant level | 95%   |       |
|---------------|----------|-----------------|--------------------|-------------------|-------|-------|
|               |          |                 |                    |                   | low   | High  |
| chat          | download | -4.27           | 1.763              | 0.039             | 0.25  | 9.95  |
|               | e.mail   | -3.27           | 3.251              | 0.000             | 4.65  | 14.12 |
|               | research | -12.39          | 1.763              | 0.034             | 3.10  | 9.98  |
| download      | e.mail   | -5.48           | 1.763              | 0.039             | 1.52  | 8.50  |
|               | research | -7.10           | 3.251              | 0.006             | 8     | 4.86  |
|               | Chat     | 4.27            | 1.763              | 0.005             | 8.50  | 1.52  |
| e.mail        | research | -3.13           | 1.84               | 0.000             | 14.12 | 4.65  |
|               | chat     | 3.27            | 1.46               | 0.006             | 7.34  | 1.23  |
|               | Download | 5.48            | 2.78               | 0.045             | 0.25  | 9.95  |
| research      | chat     | 12.39           | 3.42               | 0.007             | 4.65  | 14.12 |
|               | download | 7.10            | 4.32               | 0.003             | 9.95  | 0.25  |
|               | e.mail   | 3.13            | 1.67               | 0.006             | 1.2   | 9.95  |

Discussion of Internet use compared to those with monthly use the average family size of 9.39 units higher compared with those to download Internet use 7.10 as the average exchange departments of family have more. But compared to people who use the Internet for e-mail size of family values are more than 3.13 unit. People of the Internet for e-mail use with patients who use the Internet to download size of family values are more than 5.48 unit. But in comparison to those use the Internet to chat as much as 3.27 units of family values have more. People who use the Internet to chat with people from discussion of use of the Internet as a means of exchange biochemistry 12.39 have fewer family. citing a sum said to be significant these differences can be generalized to the entire population of this difference is explained, and the most family values of the people who mean the Internet for scientific discussion at least it used to be and the people who use the Internet to chat and the rest are in the later stages.

## Discussion

In this sample, family values male and female students who access the Internet is different. In other words family values mean female students as compared with male students an increase 4 units in size. Family values students who have Internet access use according to place is significant. More precisely, the maximum difference between the mean values family of people who use the Internet at university and minimum difference between the mean values family of The people who use the internet cafe. Family values students mean that have access to the internet, according to the access (daily, weekly and monthly) there are significant differences. More precisely, the maximum difference between the family values people who use the internet daily and at least monthly to those who use the Internet. Family values students mean that have access to the Internet for each of the use of the Internet environment show a significant difference. The maximum difference between family values of the people who use the Internet for scientific discussion and at least it is to those who use the Internet to chat to test the goodness of fit model study with focuses on six indicators can be the empirical model was developed on the one hand and on the other hand, was emphasized. Therefore adapt the image became the desirable models or structural models with experimental data for presented with emphasis on structural equation model of the relationship between an independent and dependent variables was designed to represent a good fit of structural equation. The final conclusion of this study is the researcher's model, the enjoyed a perfect fit because the fit indices Lewis - Tucker and soft fit index over 90. Addition, Halter index greater than 70 / Bounty Bntlr, favorite shows. The root mean square error of approximation, greater than

0.06 research model has been introduced.

## Conclusion

The hypothesis of a relationship, there is an inverse relationship between the independent variables and the dependent variable. In other words, the negative and significant relationship between the independent variables students include access to the Internet, using more students to the Internet, dependence students with internet, Internet environment, Space intimacy, emotional relationships, entering students debate team, students accepted into the interactive. Internet anonymity of the students felt satisfied with the Internet, information about family Children's use of the Internet environment, there are families with dependent variable values. The empirical findings of the study suggest that this could be deliberate. Anonymity on the Internet on family values can be examined in future studies. With Partial correlation with other variables controlled by the net effect of Internet variables. Internet on the value of family life that they could pass the test: acceptance rate in internet and the judicial establish intimacy in email and internet usage chat and negative effect of internet use and monitor all the families of use internet students had a positive effect on the value of family life that is worthy of study further studies are needed again.

Is proposed for the peer group to assess the effects of different types of Internet Internet environments in a smaller sample and controlling for many variables and interviews over time, the panel recommended deep approach and different Internet environments, studied separately from their effects to be measured accurately because the internet such as can have different effects, the net effect of the

separate groups of men and women should study the Internet works in other fields such as scientific production, expansion or reduction social impact of the Internet and it is suggested that depression. To assess the effects of Internet Interview people who use the Internet are more than four years Tvnd useful, because it uses long-term effects on users of the Internet proves it.

Internet as a comprehensive technology allows to every person that regardless of their socio-economic status, geographical situation, age and gender can to make use of Internet. Internet has created very serious challenges regarding moral and rights issues, especially with regard to the content of programs and sites. The kind of people use Internet can play a role in Internet effects. Internet is a vehicle that, like all other instruments, has both positive and negative aspects and our judgment about it depends on the kind of usage by the users. This phenomenon, despite providing appropriate such as accessibility to needed information, provide development and production of knowledge for us. This also may create threats for us. The inappropriate usage of information has features: one is that the users in purposefulness and rate of use Internet do not follow any rules and regulations, which in this case, they habituate to wasting their time and without having any planning. The second feature is the kind of drawing from Internet and spending time in using non-normative and immoral sites through which both the national identity of the individual, his social character and his mental health will be impaired, as a result of which their family values are also downgraded. Our society has experienced modernity along with

globalization with the rapid expansion of foreign media specially satellite and internet which have provided the context within which our young generations have come into contact with values and behavior patterns of other societies. The rapid changes which are occurring in developing countries and the result than problems along with the emergence of modern communication technologies cause value conflicts which ultimately weaken the family values. The healthy person is the axis for permanent development and healthy family produces healthy human reasons which healthy society requires. With regard to special cultural context of our society and the importance and value of family and with respect to increase in the use of Internet as a global media, we should formulate cultural engineering so that we can convert threats to opportunities and in this way we can preclude the demotion of family and social values Rather in the process of the production of culture and promotion of values with new instruments we can achieve the maximum efficiency in this area.

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