

## **The Educational and Psychological Effects of Social Media on Children in Palestine**

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*Published on:* Published online on 10, November 2024

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### **Abstract :**

This study examines the educational and psychological effects of social media on children in Palestine, in light of the rapid expansion of digital communication driven by globalization. Social media has become a central platform influencing children's value formation, behavior, and social interactions, replacing traditional agents of socialization such as the family and school. While social media provides opportunities for communication, learning, and cultural awareness, excessive or unregulated use can lead to social withdrawal, weakened family relationships, and the development of virtual relationships detached from reality. Moreover, continuous exposure to digital content may negatively affect children's cognitive, emotional, and physical development, contributing to issues such as reduced attention, behavioral changes, and psychological imbalance. The study emphasizes the importance of monitoring children's online activity and promoting balanced, guided use to enhance positive outcomes while minimizing harmful effects.

### **Keywords:**

(Social media, Child development, Psychological impact, Socialization, Palestine)

## **Introduction:**

Social media has emerged as a result of the spread of globalization, which has become one of the most important influences in raising the new generation. Due to its rapid accessibility and ubiquity, its impact has been clear on people's attitudes at all levels. Social media is an open platform for everyone, providing ample space for individuals to express themselves freely. It reaches various segments of society and provides an opportunity to create an atmosphere of communication and social interaction. Scientists and researchers have warned of the danger of young people, especially children, rushing towards technology, video games, computers, Facebook, Snapchat, and other social media networks. This leads to isolation and withdrawal, creating a huge gap between them and their social environment. Continued use of these devices leads to the formation of virtual friends who may differ from the real ones, friends whose traits and features are shaped by imagination (Al-Suhail, 2000). The impact of social media sites is neutral, between negative and positive. The method of use determines this impact, whether positive or negative, and its impact on our relationships with those around us. Before social media and the internet, children acquired their values from their families, then schools, then society. Now, alternatives to these social institutions exist, and even more so, their role has greatly declined, replaced by technology in raising our children. Their upbringing, education, and culture are acquired from a virtual world with which they interact with full emotion and integration.

Social media has become known as the new social media, which is witnessing a dynamic movement of development and spread. In its beginnings, it was a virtual community on a small and limited scale, but it soon increased with time to transform from a written textual media tool to an audio-visual media tool that affects people's responses, with pressures of power that use in its influence the personal patterns of the individual (auditory, visual, and sensory), considering that the affected person and his patterns are an important axis in the process of influence, because his energy is high and he imagines what he speaks, hears, or sees. (Awad, 2015)

Educators have become aware of the importance of social media and its role in shaping and developing the personalities of youth and children. Studies conducted in 2010 indicated that the number of Arab social media users reached 15 million people, in Egypt alone. Recent studies have shown that the number of Arab users is increasing at a rate of one million people each month. One striking irony is that the number of Arab Facebook users exceeds the number of newspaper readers in the Arab world. Some may view youth care as providing various activities or services, or establishing sports and social institutions to fill their free time. However, this care represents only a portion of the needs of youth, given the vast potential provided by modern technology through which youth engage in various activities that influence their behavior and personality patterns. Human behavior is a collection of processes that take place between the

individual, with all their mental, psychological, and social components, and the environment, with all its circumstances, situations, and social and cultural elements. It is the basis of interaction between individuals, groups, and societies (Al-Sadi, 1991).

The Internet impacts children's social and family relationships, as children spend long hours online every day, which causes them to become isolated from others and prevents them from participating in family dialogue, which is an important part of our family life (Sabti, 2013).

A child's social, psychological, physical, and mental development is affected by the use of social media sites. Many psychologists and education professionals are concerned about the impact of the Internet on children's social, intellectual, physical, psychological, and social development. Adolescents use the Internet and social media sites more than their parents, and as for

For adolescents, their primary use is often limited to games, audio recordings, and meeting new people. The internet offers easy and quick access to a wealth of information. In early childhood, it has become a habit for parents to determine the source of information their child receives by facilitating messages and sequencing content. Given the negative impact of information overload on some adults, such as information overload syndrome, where too much information can cause confusion and a sense of physical and cognitive imbalance in a child or adolescent, the internet can enrich children's minds and become a means of creative and cultural engagement with others. However, when the internet is misused, it prevents children from engaging in social activities, such as schoolwork and homework, and spending time with family and friends.

Al-Hakimi (2013) noted that Professor Michael A. Winston, a professor of political science, believes that internet users will lose their intelligence, skills, and patience when it comes to social relationships in this material world. In addition, there is a serious concern about the increase in inappropriate material, such as violence, prejudice, hatred, profanity, and pornography. The internet provides children with an easy way to access any information. The pornography that a child may be exposed to online causes significant harm, such as being harassed or learning about sex incorrectly, and the existence of numerous ways to blackmail other children. Al-Anzi's study ( ) confirmed the spread of some ideas alien to Saudi society among children due to their use of social media sites and electronic games, and the tendency of some individuals to engage in various forms of violence against society. Accordingly, social networking sites are present in children's environments, providing opportunities for learning and communication with others, and providing them with the skills necessary to develop and foster social responsibility through the various programs that these sites can provide, and the extent to which they can be used to instill a sense of responsibility, increase

experience and skills, and foster self-reliance and social dependence within life (Awad, 2015). Research Problem

The proliferation of social media networks, various technological programs, and the cultural explosion have all impacted children's ability to acquire the skills and behaviors that underpin their personality. These can be either positive or negative. Social media has become widespread in our time, and may feature various programs and devices presented to children in the form of games or cartoons. These programs are produced in non-Islamic countries, and many of them contain violations of Islamic law that affect the morals and behavior of children in Arab and Islamic societies, as well as in Saudi society. These programs were specifically designed for children in Western societies, and children's access to them via their smart devices has led them to acquire behaviors alien to the culture of the society in which they live. Hence, the educational danger posed by the proliferation of social media networks and their use by children.

The frequent interaction of children via social media sites, where they communicate to get to know one another, send messages, receive news and articles, and view the latest developments, is posed by the fact that these sites and programs lack controls to regulate matters. These sites and programs are an open space, and there are no specific means or methods by which users can protect themselves from the evils that may reach them by force. There is also no specific approach to help others protect themselves from these evils. (Khaled, 2008).

Social media of all kinds impact children in all aspects of their lives, including their environment and various aspects of development. Especially since children at this stage are at the peak of their growth, their use of social media is controlled and embedded in their brains across all aspects, intellectually, physically, socially, and psychologically. Child users of social media have reported a decline in their levels of family interaction and social circle, with a direct correlation to the amount of time they spend using the internet. If, for example, they spend all day using the internet and various sites, the inevitable result is a shrinking social circle, loneliness, unhappiness, and friendlessness (Aitkenhead, 1998). Excessive use of this technology will be reflected in children's behavior and social relationships, significantly impacting the family to which the child belongs. A significant number of Western studies have examined the impact of social media use on children's social lives. Many of these Western studies have addressed the impact of the Internet on the concept of so-called social isolation as one of the behavioral effects of Internet misuse. In a longitudinal study conducted by Kraut et. al, (1998) on the use of social networking sites by 169 individuals from 73 families in the American city of Pittsburgh, the researchers explained some of the social and psychological effects of users of this technology during the first and second years of use. The study attempted to shed light on the impact of Internet use, especially social

networking sites, on the concept of social participation and the psychological health of children.

The study revealed that frequent internet use is associated with decreased communication with family members within the home, and also contributes to a reduction in the size of the social circle to which they belong. The study demonstrated a relationship between frequent internet use and spending long hours using the computer, on the one hand, and increased rates of depression and loneliness, on the other hand (Awad, 2015).

In the United States, a large survey was conducted by Stanford University. Nie and Erbing (2000) demonstrated that the more hours children used the internet, the less time they spent with real people and forming direct social relationships. The two American scientists warn that the use of social networking sites will create a massive wave of social isolation among children and that the world could become a world of atoms without a role for emotion. The researchers believe that many internet users now have alternative people to form personal relationships with. These people are actually online, and there is no need for face-to-face interaction with them. This weakens direct social contact and relationships with friends and relatives. The study also showed that 34% of the sample spent less time reading newspapers and magazines, while 59% spent less time watching television. This indicates that internet use is impacting lower rates of reading, television viewing, and other activities. Given the development and openness that societies are experiencing, it has become imperative to coexist with the cultures of other societies and accept appropriate ones that do not conflict with the prevailing concepts and beliefs in society. This has highlighted the need to research and study the most significant effects resulting from the entry of technology into the world of children. The problem of the study can be formulated as follows:

Exploring the educational effects resulting from children's use of social media.

This study is new in the field of education in raising and educating children, particularly in Saudi society. The researcher used a survey to uncover mothers' perspectives on children's access to the virtual world via social media and online games.

### **Importance of the Study**

1- Enriching Arab libraries with what this study can add to previous studies and literature, given the scarcity of Arab studies that address specific media issues. It is also expected to add to educational knowledge a deeper insight into the field of dealing with children in early childhood in diverse cultural and cognitive environments. It also contributes by including children's knowledge on how to accept, interact with, and benefit from modern technology. 2- It supports the efforts of those working in education and educators to achieve the desired goal of developing Saudi society, increasing its growth, and identifying and solving the most important problems facing children today with modern technology.

3- The results of this study provide researchers and those interested in the field of education with an understanding of the implications of children's use of social media sites.

### **Study Objectives:**

- 1- To reveal the educational effects of children's use of various social media sites.
- 2- To suggest appropriate solutions to the negative effects resulting from children's use of social media sites.

### **Study Terminology:**

1- Social media sites: A system of electronic networks that allows users to create their own website and then connect it through an electronic social system with other members who share the same interests and hobbies, or to gather with university or high school friends (Radi, 2003, p. 23).

Social Impacts: Social impacts are represented in multiple aspects of life for children and adults, resulting from the use of various modern devices on society and human interaction (Al-Otaibi, 2008).

3- The Virtual World: A world created by computers, allowing humans to interact with it in real time, in the same way they interact with the real world (Abdul Tawab, 2003).



## **Study Methodology:**

The researcher used a descriptive survey approach based on documents and previous studies. The researcher also used a survey study to uncover mothers' perspectives on children's entry into the virtual world through social media sites.

### **Theoretical Framework**

## **Introduction:**

The phenomenon of social networking sites began in 1997. SixDegrees was the first of these sites, providing users with the opportunity to create personal profiles. It was a pioneer among social networking sites, while MySpace opened up broad horizons for this type of site, achieving tremendous success since its inception in 2003. After that, social networking sites such as Facebook and Twitter emerged (Muhammad, 1998).

While social media has contributed to activating participation to fulfill the desires of each group sharing the same interests and activities, it also plays a role in networking, advocacy, lobbying, interaction, and influencing unorganized leaders. It has been able to transform statements, ideas, and trends into actionable projects ready for implementation (Khaled, 2008, p. 5).

## **The Concept of Social Media:**

Social media sites on the Internet have witnessed widespread proliferation in recent years, and attempts to provide numerous services and achieve various gratifications have multiplied and diversified. Foremost among these are Facebook, Twitter, YouTube, and others. Definitions of social media sites have varied, and differ from one researcher to another. Balas (2006) defines them as "a program used to build communities on the Internet where individuals can connect with one another for a variety of reasons." (Jarar, 2012)

## **The Origins and Development of Social Networking Sites:**

### **The First Stage:**

A group of social networking sites began to emerge in the late 1990s, such as Classmates in 1995, to connect classmates. The site focused on direct connections between people, and its concept was based primarily on a simple idea called "six degrees of separation." These sites featured user profiles and a service for sending private messages to groups of friends. Several other sites also emerged, such as LiveJournal and K-World, which was established in Korea in 1999. The most prominent focus of social networking sites in their early stages was the short messaging service for friends (Jarar, 2012).

The second phase refers to a group of web applications (blogs, sharing sites, multimedia, etc.) focused on developing virtual communities, focusing on a high degree of interaction, integration, and collaboration. This phase was primarily linked to the development of Internet services and is considered the stage of completion of social networking. This phase can be dated to the launch of MySpace, the famous American site, followed by Facebook. The second phase of the development of social networks witnessed the increasing interest of users in global networking sites, in line with the increase in Internet users worldwide. While other attempts appeared after, the actual birth of social networking as we know it today occurred at the beginning of 2002, with the emergence of the "Friendster" site, which achieved success that prompted Google to attempt to acquire it in 2003. However, the acquisition terms were not agreed upon. In the second half of the same year, the "Skyrock" site appeared in France as a blogging platform, and then fully transformed into a social network in 2007. It achieved widespread popularity, reaching seventh place in the ranking of social networking sites by number of subscribers in January 2008 (Abbas, 2011).

In a study conducted by Kahwaji (2016), there are positive experiences of children practicing imaginative play using digital media such as iPads, emphasizing the role of parents and teachers during the available time and specified opportunities.

In a study conducted by Al-Anzi, whose paper was presented at the "Children: Between Electronic and Traditional Games: A Future Educational Vision" conference at King Saud University (2016), regarding the use of certain electronic games in committing crimes among a sample of inmates in a social observation home, it was noted that those who left

Regarding the law, it is not for adults, but for different age groups, under 20 years old, who were placed in social observation homes.

In a study conducted by Arafat in 2015 on children's use of digital media in Saudi Arabia, the UAE, and Kuwait, comparing the two, the results revealed differences in children's viewing time and parental involvement in the three Gulf countries. Children spent four hours watching television and digital computers, and parental supervision was limited.

In a study conducted by Al-Jabri and Al-Subaheen, whose paper was presented at the Children's Conference: Electronic and Traditional Games: A Future Educational Vision, King Saud University (2016), the study examined the negative and positive effects on kindergarten children in Saudi society. The study sample consisted of (80) boys and girls aged 3-6, and their mothers from Al-Bara'a Kindergarten, National Education, Dar Al-Ulum, Riyadh Al-Saleheen, and Al-Ghad National Schools. The study results showed no statistically significant differences in the duration of playing electronic games, and there were clear differences between the sexes. Electronic Games



Electronic games have spread widely in many Arab and foreign societies, and are found in almost every home or store. They attract children with their graphics, colors, imagination, and adventure. They have spread widely and have grown remarkably, flooding markets with various types of games. They have entered most homes and become the primary concern of today's children, capturing their minds and interests. Furthermore, electronic games are no longer limited to children; they have become an obsession for many young people, extending to adults as well! These electronic games have spread rapidly in Arab societies in general, and Gulf societies in particular. There is hardly a home in the Gulf that is devoid of them, and they have become an integral part of children's rooms. Parents even take them with them wherever they go, further increasing their children's addiction to playing them. During the summer vacation, parents are confused about how their children will spend their time. When asked what makes children happy during their vacation, a large percentage of them answer in favor of the latest computer and video games (Abu Al-Ainain, 2010). In recent years, video game stores have spread widely in various shapes, sizes, and types. This expansion has been met with increasing demand from children and teenagers to acquire these games, which have gained widespread popularity and the ability to attract those who play them, becoming a hobby that occupies most of their time. They are captivated by the graphics, colors, imagination, and adventure. They have also attracted a wide segment of children, and even teenagers, worldwide, due to their powerful audio and visual effects and the large number of skilled technicians they employ to produce engaging and exciting games. Video games are a double-edged sword; just as they have negatives, they are not without positives. In this regard, if electronic games had regulatory controls that were implemented under proper licenses and educational supervision, they would have some positive effects. Children could spend part of their free time without fear or anxiety, playing engaging games such as sports, memory and thought-provoking games, and creative thinking games. Before expanding on the pros and cons of electronic games, some relevant topics will be discussed, such as the definition of electronic games and their categories, the reasons and motivations for players to play them, and some recent American statistics related to electronic games (Abu Al-Ainain, 2010).

#### Definition of Electronic Games, Their Classifications, and the Reasons and Motivations for Playing Them

A game is defined as an activity in which players engage in a contrived conflict, governed by specific rules, leading to quantifiable outcomes. A game is considered electronic if it is available in digital form (Salen & Zimmerman, 2004). They are typically played on computers, the internet, television, video games, PlayStations, mobile phones, and handheld devices.

Electronic games can be classified according to their nature, according to Salen and Zimmerman:(٧٠٠٤)

The first type is the Conqueror (Warrior, Fighter): The goal of this type is to compete and win, regardless of losses. Players in this type strive to achieve predetermined goals, enjoying the pleasure of controlling the events of the game or the social events surrounding or within it.

The second type is the Manager: This type aims to develop specific skills to the point of mastery. Players' processes are developed to a level that allows them to continue playing to the end, enabling them to use the skills they have previously mastered in the same game and later employ them to master other, more in-depth, comprehensive, and detailed skills within the same game.

The third category is the Wanderer: This category showcases new and exciting experiences, but the level of challenge is lower than in the previous two categories. Players in this category are primarily looking for fun and relaxation.

The fourth category is the Participant: This category enjoys games with a social aspect or participating in virtual worlds.

Regarding the fourth category, Al-Hadeef (2010) tells us that there are virtual places on the internet where players come together from all over the world, in a space where their minds and hearts reside but not their bodies. It is a world without restrictions and without geographical boundaries. There, virtual life exists, where some users escape from their real lives, their daily pressures, and their weather conditions. While yesterday they were searching for entertainment and happiness, chatting, and relationships, today they are immersed in their virtual world, playing, learning, getting jobs, buying, and selling. Hind Al Khalifa (2009) defines virtual worlds as programs that represent imaginary

It is in two- or three-dimensional form, completely simulating real life. The player is asked to choose his own avatar, which is a virtual cartoon character that represents the player within the virtual world. Through it, the user can interact with the virtual environment surrounding him and with each avatar representing another user. Behind each avatar is a real human being sitting in a spot on the globe behind his computer screen (Al-Hadeef, 2010). Virtual worlds can be classified into three categories:

- .^ Massively multiplayer online role-playing games (MMORPG)

- .^ Metaverses

- .^ Massively multilearner online learning environments (MMOLE) (Hind Al-Khalifa, 2009).

In an MMORPG, the player plays a specific role to achieve a specific goal. By achieving this goal, the player earns points to advance from one level to the next. Players in this environment are represented by different characters with specific abilities, working in groups or clans and embarking on adventures to reach the specified goal. During their adventures, players encounter a group of enemies that they must confront and defeat. These enemies are often pre-programmed characters that perform specific roles.

One of the most famous such environments is the World of Warcraft environment and its website ([www.worldofwarcraft.com/bc-splash.htm](http://www.worldofwarcraft.com/bc-splash.htm)), which has been used by some economics colleges to train students on economic concepts such as buying, selling, barter, and others (Hind Al-Khalifa, 2009).

The metaverse is a three-dimensional environment inhabited by characters called "avatars," controlled by real people using a keyboard and mouse. The avatar can be shaped as desired by its owner, with no limits on the character's control and appearance. The metaverse differs from its predecessors in that there are no goals for players to achieve; rather, any user of this environment can create their own goals. This means that in such environments, there is no competition or war to reach a specific goal. The metaverse also provides players with the ability to shape and create various objects, program them, and sell them to other players. One of the most famous metaverse environments is the Second Life (SLM) environment (Hind Al-Khalifa, 2009).

The last type of virtual world is the MMOLE environment, which is considered one of the newest environments in terms of concept, as it is designed for education. It operates as an extension of Learning Management Systems (LMS), but in a three-dimensional environment. The primary goal of such environments is learning, and we find that the surrounding environment is sometimes represented in the form of a classroom environment. This allows the teacher to control the content presented and the learner to interact with the surrounding environment and communicate with their peers. An example of such environments is the ProtoSphere environment and its website ([www.protonmedia.com](http://www.protonmedia.com)), which can be customized to work with learning management systems or linked to electronic content (Hind Al-Khalifa, 2009).

The researcher also adds the following reasons that encourage players to play electronic games:

- Quality of the game's graphics.
- An engaging narrative style.
- Being a continuation of a favorite game that has been played before.
- The way words are spoken.

The above factors have significantly contributed to the spread and popularity of electronic games and the increasing number of players. Below, we will address some recent American statistics related to the spread of electronic games. In a related report, the Entertainment Software Association's annual report for 2017 answered the following questions:

1. What percentage of American households play electronic games?
2. What is the age group most likely to play electronic games?
3. How do players play electronic games?
4. What are the most important reasons that parents involve their children in playing electronic games?

.٥Is the child monitored? Parents monitor the content of the video games their children play.

.٦What is the percentage of parents monitoring the content of the video games their children play?

%١٨ •are under 18 years old.

%٥٣ •are between 18 and 49 years old.

%٢٩ •are over 50 years old.

Third: How gamers play video games

%١.٦٥of gamers play video games with other gamers in 2011, compared to 64% in 2010 and 62% in 2009.

%٢.١٩of video gamers pay money to play online.

%٣.٥٥of gamers play games on their phones or handheld devices.

%٤.٩٠of parents play video games with their children.

Fourth: The most important reasons why parents involve their children in playing video games:

%١.٨٥because their children ask them to participate.

%٢.٨٤because video games are fun for all members of the family. Family.

%٣.٨١believe that playing video games with their children is a good opportunity to strengthen social bonds among family members.

%٤.٥٧believe that playing video games with their children is a good opportunity to monitor video game content.

Fifth and Sixth: Percentage of Parental Monitoring of Video Game Content Their Children Play

%١.٧٥of parents believe that parental monitoring of video game content is important and beneficial.

%٢.٨٦of parents are familiar with the ESRB video game rating system.

%٣.٩٨of parents trust the accuracy of the ESRB video game rating system.

%٤.٨٥of parents impose time limits on their children's video game play more than any other form of entertainment, such as surfing the internet, watching TV, or movies, as shown below:

%٨٠ •of parents set a time limit for their children's internet use.

%٧٠ •of parents set a time limit for their children's TV viewing.

%٦٥ •of parents set a time limit for their children's movie viewing.

%٥.٩١of parents accompany their children. Their children when buying

Electronic games these days are limitless and are practiced without any justification. In some cases, unethical and impolite behavior is identified as the goal of the game or games.

By reviewing the relevant literature, the researcher was able to classify the negative effects of electronic games into five categories: religious harm, behavioral and security harm, health harm, social harm, and academic harm.

Muhammad Ghubari (1985) believes that spending free time in a positive and planned manner greatly helps modify the behavior of users and helps nurture young people from all psychological, social, spiritual, behavioral, and mental aspects. Utilizing free time in various activities fulfills their interests and identities and satisfies some of their psychological needs, such as the need for appreciation, the need for love, the need for belonging, play and fun, the development of various skills and hobbies, the refinement of talents, the realization and development of abilities, and the acquisition of many useful experiences. The various activities undertaken by social media users, whether cultural, social, or artistic, are extremely important for fostering and developing social responsibility among young people and for creating good citizens by instilling and nurturing social values and norms in them. With the development of educational and psychological studies and theories, educators have become aware of the shortcomings of the old concept of school curricula and its negative educational effects. They have therefore shifted toward a new concept of school curricula that encompasses a range of experiences and activities offered by schools for their students, both within and outside their walls. This helps achieve comprehensive growth for students and helps them modify their behavior in accordance with their educational goals. In light of this, the various social and recreational activities facilitated by modern communications technology, whether inside or outside of school, have become an important part of the educational process. Therefore, recreation is an important factor in educating individuals, especially if it is based on educational foundations and noble goals (Al-Bishri, 1998).

### **Results:**

After reviewing previous studies and educational literature, I concluded a number of positive and negative outcomes of social media on children.

First: The Positives:

-<sup>١</sup>The most widespread social networking site, and the number one social media platform, Facebook, has achieved what other media outlets have not. The use of Facebook has had a greater impact on personality than other media outlets. This finding was only found in Al-Otaibi's study.(٢٠٠٨)

-<sup>٢</sup>Children's enthusiasm for social media, video games, and computers carries positive implications for developing social interaction.

-<sup>٣</sup>Using social networking sites is a productive endeavor; it produces positive emotions, strong social relationships, a sense of accomplishment, and an opportunity to develop the ability to build a sense of purpose and productive work.

Other positives of social networking sites include the following:

- They stimulate contemplation and reflection.
- They encourage creative solutions and adaptation.

- They enable the application of important opinions and ideas to real-life situations and events.

- ٤-They give children the ability to research and discover.

#### Second: The Negatives

- ١-The dangers of what social networking sites contain. Violations affecting their users, who are children, have been established. They have established standards for classifying these games, and each producing company is required to place a logo for the game based on these standards. Some of these logos indicate the presence of "violent content" or "content containing sexual language or behavior," etc. Some of these logos also specify the appropriate age for use of the game, such as "12+," meaning it is only suitable for those 12 years and older, which in itself poses a risk to children.

- .٢-As for the negative effects of using social media, they are numerous and have been classified into six categories: religious harm, behavioral and security harm, health harm, social harm, academic harm, and general harm. Each category includes a number of negative effects.

- .٣-These devices carry the risk of encouraging many negative habits that impact a child's life. They are capable of building systems, principles, and values in a child's personality, given that this stage is sensitive and critical for developing a child's imagination and perceptions, especially when viewing and conversing with virtual, unreal people on social media.

- .٤-Students' relationships with their parents are diminished. and his siblings at home due to his preoccupation with social networking sites.

- .٥-Students who have Facebook accounts have lower academic achievement.

- .٦-The grades obtained by school students addicted to the Internet and browsing Facebook, the largest social networking site on the Internet, are significantly lower than those obtained by their peers who do not use this site. The results also showed that the more time a school student spends browsing this site, the lower their exam grades. The results also showed that people who spend more time online devote less time to studying, indicating that each generation has its own interests.

- .٧-Religious harms.

- .٨-Behavioral harms.

- .٩-Health harms.

- .١٠-Social harms.



## **Recommendations and Suggestions:**

In light of the study's findings and discussion, the researcher recommends the following:

.<sup>١</sup>The researcher suggests conducting similar studies on different communities, including children and upper elementary school students, to examine the impact of using Facebook. Social media in developing social responsibility.

-<sup>٢</sup>Raising awareness among parents about the methods of using and accessing various websites, regulating their children's use of these sites and devices by limiting the time available to them and the sites they are allowed to access.

-<sup>٣</sup>Raising awareness among young people about the role and impact of social media in developing their personalities, and guiding them to use social media optimally.

-<sup>٤</sup>The necessity of...