The Role of the Family in Dealing with the Effects of Social Networking Sites on the Behavior of Students

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ABSTRACT

The current study sought to investigate the importance of the role of the family in reducing the effects of the use of social media on the behavior of female students. To that end, the descriptive-analytical was used on a sample of 150 residents in the Hafr Al-Batin area, used as a tool composed of two axes: the effects of the use of social media on the behavior of female students and the role of the family in reducing the effects of social media sites. As a result of the study, the family has an active role to play in reducing the effects of the use of social media on the behavior of female students, so that the family can limit the use of social media by limiting the hours of their children's use, establishing the Family Code, establishing a protection and monitoring programme for the use of social media by their children, as well as setting a meeting for the family and discussing issues on social media with their children.

Keyword: Family, Social Media, Effect, Behavior.

دور الأسرة في التعامل مع تأثيرات مواقع التواصل الاجتماعي على سلوك الطلاب

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ملخص:

سعت الدراسة الحالية البحث في أهمية دور الأسرة في الحد من آثار استخدام مواقع التواصل الاجتماعي على سلوك الطالبات، لتحقيق ذلك تم استخدام المنهج الوصفي التحليلي، على عينة مؤلفة من (150) من الأهالي في منطقة حفر الباطن، واستخدمت لذلك أداة مؤلفة من محورين وهما آثار استخدام مواقع التواصل الاجتماعي على سلوك الطالبات ودور الاسرة في الحد من تأثير مواقع التواصل الاجتماعي. وقد نتج عن الدراسة أن للأسرة دور فاعل في الحد من آثار استخدام مواقع التواصل الاجتماعي على سلوك الطالبات، بحيث يمكن للأسرة أن تحد من استخدام وسائل التواصل الاجتماعي، من خلال تحديد ساعات استخدام أبنائهم لها، ووضع قانون الأسرة لذلك، ووضع برنامج حماية ومراقبة لاستخدام أطفالها لوسائل التواصل الاجتماعي، وكذلك تحديد موعد للقاء الأسرة ومناقشة القضايا المعروضة على وسائل التواصل الاجتماعي مع أبنائها، وفي ضوء النتائج أوصت الدراسة بمجموعة من التوصيات والمقترحات.

الكلمات المفتاحية: الأسرة، وسائل التواصل الاجتماعي، التأثير، السلوك.

Introduction

Modern technological developments in the mid-nineties of the last century brought about a qualitative leap, and a real revolution in the world of communications, as social networking sites spread through the Internet all over the world and linked its vast parts to its vast space and its vast expanses of views and expanses of society, ideas, and desires (Al-Nablsi, 2021, p. 374). Each browser of this network has benefited from the multimedia available in it (Hidayati, 2017), and it has become the best means of communication between individuals and groups. Social networking sites have become a phenomenon, and an integral part of the lives of a large number of students at different educational levels. Where many of them are using it daily, and they cannot do without it, and some of them have reached the point of addiction (Procentese, et al., 2019). This phenomenon has provoked a lot of controversy, with conflicting opinions about it because of its direct impact on the behavior and thinking of its visitors. The reality confirms that social media sites have succeeded in expressing what young people feel within them, influenced by the culture of the age and openness to global cultures, but the other hand, they are a dangerous tool when used to spread fake news, and it may damage traditions, principles, customs and culture.

Despite the rapid spread of social networking sites and the rapid growth of their role in shaping social relations between students, the family and society, and the consequent social and economic effects, studies dealt with the phenomenon of the role of the family in protection from the effects of using social networking sites are still limited. This study focused on studies that aimed to research the university student community.

As for the excessive use of these sites, according to psychological studies in Arabia Saudi (Alsanie, 2015; Al-Otaibi, 2008), the individual is isolated from his family (Al-Sabouni, 2011), and away from active participation with members of his family and society (Ragab and Jamal , 2012; Akram and Kumar, 2017), and the absence of family and societal control over children is a strong motive in causing unwanted behaviors (and unacceptable actions) (Al-Balushi, 2011, p. 22; Hipp, 2017). University students are considered one of the most affected groups in society by these websites, and it has become rare to

find a student who does not have an account on one of the websites as part of the culture of social communication that prevailed among university students.

Thus, scholar suggest that (Al-halo, et. al., 2018), the psychological state of the university student toward the social networking sites, and insist, that the use of these social media sites enhances the sense of social presence. Moreover, the impact of social media site on student (Al-Balushi, 2011), displays that, it made them socially isolated because most of student became preferred to the virtual world that provides social networking sites to satisfy their desires.

While, the impact of social media on family (Procentese, et al., 2019), show that, it is not only the actual impact of social media on family systems that matters but also parents' perceptions about it and how much they feel able to manage their children's social media use without damaging their relationships of the family. Hence, this study comes to clarify the active role of the family in dealing with the effects of social networking sites on the behavior of female students.

The Study Problem:

The problem of the study lies in the fact that the family has an active role in caring for its members in addition to its role within society, and among the most important groups that must be taken care of are university students (Alsanie, 2015, p. 69), because they represent an important and influential human energy in the entity of society (Procentese, et al., 2019, p. 2), University youth use social networking sites to search for Information, access to social support, and free expression of political feelings and opinions Make new friends, shop, chat, and entertainment, fill your spare time, and find out he latest developments taking place in society and learning about the cultures of other peoples, as highlighted by (Ahmad, 2020), (Procentese et. al.2019), (Al-halo et. al. 2018), (Gok, 2016), (Madaiah, et. al., 2016)(Alsanie (2015) (Abdulahi, et. al., 2014), (Shafiq, 2014).

Madaiah and others (2016, p. 1205) suggest that, the effect of using social media on university student has different negative sides, it may include reduced learning and research

capabilities, multitasking, reduction in real human contact, reduction in communication skills‹loss of motivation due to dependence on virtual environment instead of achievement practical knowledge from real world. Thus, Educators and researcher warn of the dangers of student addiction to the Internet and social media site, for the reason that, the negative repercussions that may lead to the destruction of values and the spread of anti-social behavior such as violence and chaos, as well as students' exposure to psychological disorders of anxiety and loneliness, thus, highlighting the role of the family in helping children to avoid the negative effects of social networking sites (Siham and Al-Nasser, 2021, p. 31).

Social networking sites work to improve societies if they are used correctly (Al-Mansour, 2012), and the material published within them is classified according to the ages of its users, and if it is used to advance culture and learn about the cultures of others with the realization of reason in everything that is seen and represents what converges with the national culture, This on the one hand, and on the other hand, it can be on the contrary, as it negatively affects individuals and youth in particular if it robs him of his time and effort and causes everything that negatively affects him, and the greater influence here of the family on children and youth and the extent of the guidance issued by it to them.

For researchers, there are different purposes of using social media, Ahmad (2020) framework relies on Alsanie (2015) and (Hafez, 2011), so that, the most important social networking sites used are among university students, and a high average number of hours spent on social media use, and that the most important reasons for using social media are to practice electronic games which may affect their performance.

The student habituated to Social Media site are as "heavy users", the specialistwas conducted to determine the positive and negative effects of social networking sites (Gok, 2016, 85). The role of the family is to stand on some important aspects and points that affect the uses of social networking sites for this category of society (Behr, 2020), as these sites and programs have no controls, and there are no means or methods that can be used to avoid the user's risks that may reach him by force. Such risks require that the family has an active role in limiting the

risks, and that this role be a positive role that pushes the students to engage meaningfully with these sites.

Study questions:

The problem of the current study can be formulated in the following questions:

- How social networking sites effects the behavior of female students?

- Can the family deal with the effects of social networking sites use?

Objectives of the study:

- Clarify the role of the family entrusted to it to reduce the effects of the use of social networking sites on the behavior of students.

- Explain the importance of the family's role in limiting the effects of using social networking sites on the behavior of female students.

Methodological procedures:

Study method:

The study relied on the descriptive-analytical approach, which is based on the study of reality or a phenomenon as it exists in reality. to achieve the goal of the research, by using an electronic questionnaire design that was distributed to various means of communication (Facebook) for the ease and speed of obtaining data due to the suitability of this design to the nature of the research.

The research sample:

A survey sample included parents. The total sample of the research was chosen by questionary distributed onFacebook, which numbered (150) female student, and the data were processed statistically.

Research tools:

The researcher used the electronic questionnaire as a tool for collecting the necessary data.

Statistical Processing Methods:

The following statistical treatments were used:

1- Internal consistency (consistency).

2- The average indicates the differences between the answers.

3- Chi-square test to indicate the differences between the answers.

We find that the value of the stability coefficient of Alpha Cronbach is equal to 0.7740, which is an acceptable stability coefficient.

Table No. (2)

shows the validity and reliability of the questionnaire

No.	Items	Validity	Reliability coefficient
1	Securing religious values and knowledge in children to reduce negative use of social media	.8380	0.637
2	I try to set an example for children in my use of social media	.5370	0.613
3	Encouraging children to engage in social activities	.5050	0.621
4	I offer constant advice about the harms of using social media	.9560	0.652
5	I direct children how to use communication in a meaningful way	.6590	0.641
6	I develop self-censorship in children to reduce their use of social media in a negative way	.8160	0.646
7	I apply the flexible method in my children's dealing with social media	.5170	0.615
8	Share with your children on social media to see what is offered by them	.7440	0.643
9	Show children useful sites and help them	.7710	0.650

No.	Items	Validity	Reliability coefficient
10	Promote and support children in directing them towards non-technical activities	.8090	0.627
11	I am developing the talents of my children in the areas of skill, practical and movement	.6080	0.629
12	Setting priorities for children and discussing with them when, how long and how to use social media	.5910	0.648
13	See all the programs that children deal with	.9590	0.630
14	Develop various programs for children, such as visits tripsetc..	.9560	0.641
15	Determine a specific age to start using social media	0.906	0.681
16	Stimulating competition between children in literary readings	0.753	0.657
17	Involve my children in sports, voluntary and social activities that reduce their use of social media	0.594	0.648
18	Ban the use of social media during the gathering meeting	0.991	0.648
19	Enforce the use of a specific Internet operator (Wi-Fi) for all family members to be easily controlled by parents	0.633	0.655
20	Reducing children's mixing with their excessive peers to use social media	0.800	0.657
21	Tighten the supervision of the children in following them on a daily basis	0.844	0.668
22	Setting specific hours for social media use	0.959	0.641
23	Use some protection software to reduce the bad use of social media	0.589	0.689
24	I set an internal law for how and for how long to use social media	0.962	0.650

No.	Items	Validity	Reliability coefficient
25	We often hold dialogue sessions with children to discuss social media	0.750	0.643
26	Decide when to use social media	0.559	0.5090
27	Rewarding children if it applies to the family system by increasing the hours specified for using social media	0.651	0.5160
28	I help children to take advantage of social networking sites to bring them financial profit	0.781	0.5190
29	Do not use social media in front of children	0.672	0.5130

It is clear from the above table that all the questionnaire statements have strong validity and reliability because these values are greater than 0.5, as it shows in the table No. (2).

Thus, the researcher has confirmed the validity and reliability of the questionnaire statements, and thus the questionnaire became valid for application to the study sample.

Table No. (3)

Shows: the median for the responses of the study sample members to all the hypotheses statements

1. The family has an active role in limiting the effects of using social networking sites on the behavior.

No.	Items	Average	Interpretation
1	Share with your children on social media to see what is offered by them	**1.26**	Yes
2	Show children useful sites and help them contribute to them	**1.11**	Yes
3	Promote and support children in directing them towards non-technical activities	**1.17**	Yes
4	I am developing the talents of my children in the areas of skill, practical and movement	**2.31**	Yes

No.	Items	Average	Interpretation
5	Setting priorities for children and discussing with them when, how long and how to use social media	1.00	Yes
6	See all the programs that children deal with	1.26	Yes
7	Develop various programs for children, such as visits trips..etc	2.15	To some extent
8	Determine a specific age to start using social media	1.95	Yes
9	Stimulating competition between children in literary readings	1.69	To some extent
10	Involve my children in sports, voluntary and social activities that reduce their use of social media	2.77	No
11	Ban the use of social media during the navel gathering	1.57	Yes
12	Enforce the use of a specific Internet operator (Wi-Fi) for all family members to be easily controlled by parents	2.02	No
13	Reducing children's mixing with their excessive peers to use social media	2.36	To some extent
14	Tighten the supervision of the children in following them on a daily basis	1.58	To some extent
15	Setting specific hours for social media use	1.04	Yes
16	Use some protection software to reduce the bad use of social media	1.20	Yes
17	I set an internal law for how and for how long to use social media	1.03	Yes
18	We often hold dialogue sessions with children to discuss social media	1.17	Yes
19	Decide when to use social media	2.26	To some extent

No.	Items	Average	Interpretation
20	Rewarding children if it applies to the family system by increasing the hours specified for using social media	**2.01**	Yes
21	I help children to take advantage of social networking sites to bring them financial profit	**1.21**	Yes
22	Do not use social media in front of children	**1.89**	To some extent
23	Total	**1.63**	Yes
24	Share with your children on social media to see what is offered by them	**1.11**	Yes
25	Show children useful sites and help them contribute to them	**1.63**	To some extent
26	Promote and support children in directing them towards non-technical activities	**1.35**	Yes
27	I am developing the talents of my children in the areas of skill, practical and movement	**2.93**	not yes
28	Setting priorities for children and discussing with them when, how long and how to use social media	**1.07**	Yes
29	See all the programs that children deal with	**1.03**	Yes
	Develop various programs for children, such as visits trips..etc	**1**	Yes

The median value for all study sample members on all phrases (1). This value means that the majority of the sample members are positive on all study phrases, which are the phrases mentioned in the table above.

Table No. (4)

Shows: The results of the chi-square test for the significance of the differences for the answers to the hypotheses

The first axis: the family has an active role in limiting the effects of using social networking sites on the behavior.

No.	Items	Calculated chi-square value	Tabular chi-square value	Degree of freedom	Probability value
1	Cultivate religious values and knowledge in the hearts of children to reduce the negative use of social media	27.88	23	2	0.000
2	I try to set an example for children in my use of social media	35.02	23	2	0.000
3	Encouraging children to engage in social activities	62.68	23	2	0.000
4	I offer constant advice about the harms of using social media	29.640	23	2	0.000
5	I direct the way children use the means of communication in a meaningful way	73.92	27	2	0.000
6	I develop self-censorship in children to reduce their use of social media in a negative way	78.12	23	2	0.000
7	I apply the flexible method in my children's dealing with social media	27.040	23	2	0.000
8	Share with your children on social media to see what is offered by them	32.05	23	2	0.000
9	Show children useful sites and help them contribute to them	1.1203	23	2	0.000
10	Promote and support children in directing them towards non-	4.9602	16	2	0.000

	technical activities				
11	I am developing the talents of my children in the areas of skill, practical and movement	55.880	23	2	0.000
12	Setting priorities for children and discussing with them when, how long and how to use social media	49.000	23	2	0.000
13	See all the programs that children deal with	22.240	23	2	0.000

The value of the chi-square was to indicate the differences between the number of respondents in the study sample (yes, to some extent no) on all of the above statements, respectively (27.88, 35.52, 62.68, 29.640, 73.92, 78.12, 27.40, 32.05, 31.120, 24.69, 55.88 , 49.55, 22.24) and these values are greater than the tabular chi values at the degree of freedom (1,2) and the level of statistical significance (2%), which is (27, 23, 16), and depending on what was mentioned in the table above, this indicates that there are differences Statistically significant and at a significant level (1%) among the answers of the sample members and in favor of those who agree with all the hypothesis statements.

From the foregoing, we noticed that the hypothesis of the first study was achieved for each of the phrases related to it.

Table No. (5)

shows: The results of the chi-square test for the significance of differences for the answers to the hypotheses

The second axis: the family has many tasks and responsibilities that it can perform to reduce the effects of using social networking sites on the behavior of children.

No.	Items	Calculated chi-square value	Tabular chi-square value	Degree of freedom	Probability value
1	Develop various programs for children, such as visits tripsetc…	5.923	23	2	0.000
2	Determine a specific age to start using social media	25.04	23	2	0.000
3	Stimulating competition between children in literary readings	33.48	23	2	0.000
4	Involve my children in sports, voluntary and social activities that reduce their use of social media	46.44	23	2	0.000
5	Ban the use of social media during the navel gathering	40.96	27	1	0.000
6	Enforce the use of a specific Internet operator (Wi-Fi) for all family members to be easily controlled by parents	55.640	23	2	0.000
7	Reducing children's mixing with their excessive peers to use social media	30.667	27	1	0.000

No.	Items	Calculated chi-square value	Tabular chi-square value	Degree of freedom	Probability value
8	Tighten the supervision of the children in following them on a daily basis	66.667	27	1	0.000
9	Setting specific hours for social media use	29.240	23	2	0.000
10	Use some protection software to reduce the bad use of social media	7.2802	23	2	0.000
11	I set an internal law for how and for how long to use social media	25.76	23	2	0.000
12	We often hold dialogue sessions with children to discuss social media	32.29	23	2	0.000
13	Decide when to use social media	115.47	23	2	0.000
14	Rewarding children if it applies to the family system by increasing the hours specified for using social media	227.56	16	3	0.000
15	I help children to take advantage of social networking sites to bring them financial profit	37.24	27	1	0.000

The value of the chi-square was to indicate the differences between the number of respondents in the study sample (yes, to some extent no) on all of the above statements, respectively (35.92, 25.54, 33.48, 46.44, 40.96, 55.640, 30.667, 66.667, 29.240, 27.280, 25.76). 32.29), and these values are greater than the values of the tabular chi values at the degrees of freedom (2,1,3) and the level of statistical significance (1%), which are (16, 23, 27). Statistically and at a significant level (1%) among the answers of the sample members and in favor of those who agree with all the hypothesis statements.

From the foregoing, we noticed that the hypothesis of the second study was fulfilled for each of the phrases related to it.

Conclusions

With regard to the first hypothesis, we found that the family has an active role in reducing the effects of using social networking sites on the behavior of children through the result of the analysis of the expressions for the axis (first) of Table No. (3).

The family plays an important role in limiting the bad use of social media, from parents being good role models in their dealings with social media first, encouraging children to engage in various social activities, developing their talents and interests, and directing children towards the positive side of social media and motivating them to do so. Directed positive use, as well as monitoring their use.

With regard to the second hypothesis, we found that the family has many tasks and responsibilities that it can perform to reduce the effects of the use of social networking sites on the behavior of children during the result of the analysis of the expressions for the second axis of Table (5).

Where the family can limit its children's use of social media, by limiting the hours of their children's use of it, setting up a family law for that, and setting up a protection and monitoring program for its children's use of social media, as well as setting a time for the family meeting and discussing issues presented on social media. with her sons.

Also, some families engage their children in various activities in their free time, such as social, voluntary, sports and cultural activities, so that they reduce their children's free time and their preoccupation with social media; Accordingly, we note from the above the great role that the family plays in limiting the bad use of social media.

Recommendations and suggestions:

In light of the previous results, we see the necessity of:

1- Holding television seminars to clarify the role of the family in limiting the negative use of social media, and directing their children towards positive use.

2- Training parents on how to monitor their children's use of social media.

3- Directing schools to hold meetings with parents and clarify the role of the family in limiting the negative use of social media.

4- Organizing various social, sports, cultural and social courses and activities that draw the attention of children and develop their talents and abilities.

In this regard, we suggest conducting the following research:

1- Re-search on different samples and different places and compare the results.

2- Studying the effect of social media on the aggressive behavior of children

3- Studying the impact of children's involvement in various social, sports, cultural and social activities on limiting their use of social media.

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