



An-Najah National University
Faculty of Graduate Studies

**THE PREDICTING VALUE OF EMOTIONAL-
REGULATION IN PATHOLOGICAL USAGE
OF SOCIAL MEDIA AMONG PALESTINIAN
ADOLESCENCE AT ARAB COMMUNITIES**

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**This Thesis is Submitted in Partial Fulfillment of the Requirements for the Degree of
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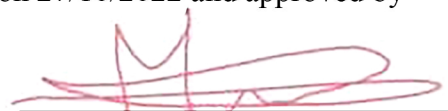
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Dedication

I dedicate this research to every science student

This research is dedicated to adolescent students who use social media extensively

I dedicate this research to my brothers, friends and everyone who helped me

Ayman Mahmoud Shadafneh

Acknowledgements

I extend my sincere thanks to the supervisors for this thesis, and I thank all the faculty members at An-Najah University for the knowledge they provided to me in order to reach this degree.

Ayman Mahmoud Shadafneh

Declaration

I, the undersigned, declare that I submitted the thesis entitled:

THE PREDICTING VALUE OF EMOTIONAL-REGULATION IN PATHOLOGICAL USAGE OF SOCIAL MEDIA AMONG PALESTINIAN ADOLESCENCE AT ARAB COMMUNITIES

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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THE PREDICTING VALUE OF EMOTIONAL-REGULATION IN PATHOLOGICAL USAGE OF SOCIAL MEDIA AMONG PALESTINIAN ADOLESCENCE AT ARAB COMMUNITIES

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Abstract

Introduction: Social Media has spread very widely, and its use has become very widespread. It's noticeable that the most used group of social media are young people (adolescence), and this use may reach the point of pathological use, and this stems from the different level of emotional regulation among adolescents.

Objective: The study aimed to identify the predicting value of emotional Regulation in pathological usage of social media among Palestinian adolescence at Arab Communities. The Emotional-Regulation Scale (Self- Blame, putting into perspective, Other-blame, Positive reappraisal, Catastrophizing, refocus on planning, Positive refocusing, Acceptance and Rumination) was of medium level among the Adolescents, on the other hand the level of pathological usage social media among Arab adolescence was in the medium level.

Methods: The analytical correlative descriptive approach was used to suit the purpose of the study related to the predicting value of emotional-regulation in pathological usage of social media among Arab adolescence.

Results: The results showed that there is a positive significant relationship between emotional-Regulation with its dimensions (Self-blame, Acceptance, Rumination, Positive refocusing, Refocus on planning, Positive reappraisal, Putting into perspective, Catastrophizing, Other blame, total degree) and pathological usage social media among Arab Adolescence, and the (Self Blame, Rumination, Positive refocusing, Refocus on planning, Positive reappraisal, Putting into perspective, Catastrophizing and Other blame) have predicting in pathological usage social media among Arab adolescence.

The results showed that there are no statistically significant differences in the level of Pathological Usage Social Media among Arab Adolescence Attributed to the Gender, age, daily hours on Social media and Family Income.

Conclusion: Hence, it can be concluded that the emotional regulation predicting in the pathological use of social media among Palestinian adolescents in Arab communities, and this use was largely equal among adolescents according to their gender, age, daily hours of using social media, and according to family income.

In the light of the result the study recommended necessary to activating the role of educational institutions and the media by increasing awareness and interest in using emotional Regulation strategies in various life situations and Holding workshops and seminars for adolescent students to improve their emotional Regulation.

Keywords: Adolescence; Emotional Regulation; Pathological usage; Predicting; Social Media.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

Nowadays, communication through the social media channels is common among different people ages. The culture surrounding daily social media activities are becoming essential and crucial. Also, social media are dominated significant part of people social conversation as well as, preoccupying their thinking to follow-on public figures. Additionally, people tend to develop a preferred communication style based on social media channels feature. For example, Politician prefers to reach out through Twitters where celebrities prefer to publish about their personal and professional news through Snapshot. Therefore, Social media impact on human emotions and social life is a central of attention for many scholars and researchers (Mahmoud, 2016)

Using social media extensively is associated with mood and emotion status. However, the argument about the role of social media in emotional stability and management still unclear. Choi and Toma's (2014) indicated that the regular use of social media is associated with the expression of unpleasant events, which leads to an increase in these negative feelings. Also, people tend to make decision about what of social media to use based on their emotional statuses. In the research that connects social media with mood status Greenwood and Long (2009) referred that the social media selection associated by three mood status which are negative moods, and positive moods and boredom. People engage in social media multitasking to seek emotional outcomes such as relaxing or stimulate social validation (Wang & Tchernev, 2012). Additionally, people tend to use media migration for emotional Regulation purpose, the researcher found that people switches media task as motivation for need to escape and relaxation. Therefore, people select a social media and expose to media experience as emotional Regulation strategy (Hofner et al, 2009).

Social media has the capacity to activate different emotional strategies in different situation and among different individuals. For examples, social media users tend to get hypervigilance in to confront stress, while other social media users prefer to use cognitive avoidance to deal with stressful situations (Schramm and Cohen, 2017).

Similarly, social media desensitize some negative emotional such anxiety when gradual exposure to social conversation online, but also social media increase the repression toward overwhelming topics or emotional events.

Social media is a venue for emotional processing and Regulation and attract a big number of youths as a mean of communication which convey emotion and copying strategies. Also, the intense use of social media could be associated with high need for emotional processing or lack of emotional Regulation. A little research has been done in this topic especially in Arab environment. This research is an attempt shed the light on the pathological use of social media and its association with emotional Regulation (Wang & Tchernev, 2012).

The spread of social networks via the Internet is the most prominent phenomenon in the media arena today, and there is a public demand for using these networks, whether in terms of subscribing to or using them, is the most prominent activity, especially in the past ten years (Al Shafei, 2009).

Social media networks have affected societies, the values and culture of individuals, and have led the majority of individuals to resort to it and consider it as a substitute for printed materials. It also played a role in Arab Spring, and proved their ability to effect change in many Arab countries in terms of social and political aspects (Mahmoud, 2016).

In general, the impact of the mass media depends on the individual's age, personal characteristics, social, economic, cultural and psychological background (Zahran, 2005).

Adolescents are the groups most affected by the ideas, values and behaviors broadcast by the media (Ismail & Sharaf El Din, 2010). Adolescence is characterized by revolution, anxiety and conflict, and has difficulties in which the individual is most in need of care and guidance (Al Shafei, 2009).

Given the importance and seriousness of adolescence, and given the spread of social networks and their popularity among adolescents, the researcher stresses the need to identify the impact of the predicting value of emotional-Regulation in pathological usage of social media among Arab adolescence (Greenfield & Yan, 2006).

The risks may be related to the extent to which adolescents use social networks, and the extent to which they are used, as users are sometimes exposed, when liking many sites, to addiction, bullying, spreading rumors, identifying sometimes misleading opinions, and feeling social differences, when looking at a lot of pictures. Exhilarating, social networks can lead individuals to insomnia, stress and depression, leading to negative psychological damage that may last for several years (Guan & Subrahmanyam, 2009)

1.2 Study significant

It is hoped that the study will attempt to uncover the gap in the literature in cyber psychology especially the focuses on the social media intensity with emotional need among adolescence. This topic is relatively new and requires more effort to conduct empirical research to inform the clinical practice about mutual impact between social media and emotional processing and Regulation.

1.3 Research Questions

This research is an attempt to identify the predicting value of emotional-Regulation of psychopathology of social media among Arab adolescence and the research stipulated the following questions:

- What is the level of emotional Regulation among Arab adolescent?
- What is the level of social media psychopathology use among Arab adolescent?
- There is relationship between social media psychopathology use and emotional Regulation among Arab adolescent?
- Are there a statistically significant difference in social media pathological use to due to demographical variables?

1.4 Purpose of the study

The study aims to identify the following purposes:

- The level of emotional Regulation among Arab adolescent.
- The level of social media psychopathology use among Arab adolescent?
- The relationship between social media psychopathology use and emotional Regulation among Arab adolescent.

- The statistically significant difference in social media pathological use to due to demographical variables.

1.5 Limitation of the study

The study faced many challenges and difficulties, as follows:

- Difficulty distributing study tools, due to the Corona crisis.
 - Closing down the university's and public libraries, which led to difficulty in accessing references and books related to the subject of study.
 - The lack of time imposed during the application of study tools during the Corona crisis.

1.6 Study Limits

The scientific study is limited to the subject of study related to Emotional-Regulation, pathological usage and social media among Arab adolescence.

And the study was conducted in the 2020/2021 academic year, while the study sample presented by adolescent students in Palestinian schools who use social media.

1.7 Literature Review

1.7.1 Emotional Regulation

Emotional regulation is produced by the mood experienced by individuals, and this can be illustrated by Gross model for counting strategic categories, which can be used by individuals, for the general regulation of their emotions (Gross, 2014).

Emotional regulation in its many circumstances can occur as a result of alerting people whose feelings are expected to be triggered by certain events, and situations can also be modified by adjusting the external aspect of stimuli that can affect the emotional aspect, or shifting focus to various aspects of emotional stimulation, in short, there is A distinct strategy for regulating emotions (Koole, 2009).

While users of social networks can make a cognitive change by focusing on stimuli that can affect the emotional response of individuals, and here can implement some strategies that are related to responding to changes that get changed emotions, and

emotional suppression can be one of the actors in modifying responses emotional regulation (Thompson, 1994), for example, ten people can participate in emotional regulation in response to emotions and stimuli

Also, individuals can choose media that help them deal with life events in many situations and circumstances, and coping refers to the ways in which individuals go through or deal with traumatic situations (Yi, 2006). Evidence that social media helps people deal with the uncomfortable and unpleasant emotions elicited by bad events can be provided by providing information that can facilitate cognitive change (Hofner et al, 2009)

1.7.1.1 Concept of emotional Regulation

It's the process of controlling, evaluating and changing the occurrence of the intensity of emotional experiences and reactions (Wolters, 2011) and includes the processes through which the individual affects the type and quantity of emotion that he or others around him report, and how to experience and express those emotions (Gross, 2001).

An individual performs the processes of emotional Regulation by redirecting the automatic flow of emotions in order to manage his emotional states by controlling and changing when and how the individual reflects the emotions and the motivational and physiological states accompanying the emotions and how to express them behaviorally (Koole, 2009).

Behaviors can have an important and automatic role in modifying and improving emotional experiences and their expressions (Gross, 1998), as internal and external processes can be responsible for monitoring, modifying, and evaluating responses in order to achieve a particular goal (Thompson, 1994).

1.7.1.2 Emotional Regulation and mental health

The ability of the individual to change the way in which he reflects and expresses emotions is the main contributor to mental health, as the emotional patterns of the individual contribute to creating personality features and his psychological state. Since the emotional Regulation is considered essential and indispensable for the psychological state of health, it helps in raising the individual's ability to face stressful situations by connecting a new meaning to emotions (Elliott, et. Al., 2003). It also contributes vitally

to the development of healthy personal relationships of an individual (Shiota, et, al, 2004).

Studies have highlighted the issue of emotional Regulation on a large scale and its relationship to safety and mental health. Difficulties of emotional Regulation have been emphasized as a cause or consequence of many mental health disorders (Arndt & Fujiwara, 2014), and evidence of a close relationship between the ability to regulate unwanted emotional states and mental health has been proven in nearly these disorders are covered by the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5 (Berking & Whitely, 2014).

Insufficient emotional Regulation refers to the difficulty or inability to deal with emotional experiences or processes and this is determined by excessive intensification of the intensity of emotions or their excessive disruption (Leahy, et. Al, 2011).

1.7.1.3 Theories interpreting Emotional-Regulation

1.7.1.3.1 First: The Psychoanalytic Tradition

The Psychoanalytic Tradition is considered one of the first schools that dealt with (Anxiety Regulation), where Freud considered that anxiety includes negative emotions and results from neglecting the expression of erotic motives (Erdelyi, 1993). Realistic and nervous anxiety results from “ego”, “id” and “superego” relationships. The higher ones, respectively, and reality-based anxiety arises from the accumulation of “ego” demands, and according to this situation, the Regulation of anxiety takes the form of avoiding such situations that would cause anxiety in the future. In other words, Freud believed that anxiety based on the "id", and the "superego" is generated when the impulses are pressed for a specific action, and the “ego” is preceded by the feeling when expressing those motives. If the imaginary review of the “ego” leads to high levels of anxiety, then generates depression sufficient to suppress impulses, in which case the Regulation of anxiety takes the form of amputation of impulses that may cause anxiety in the future (Freud, 1959).

This theory confirmed that anxiety Regulation plays a pivotal role by helping individuals control their feelings of anxiety through the use of psychological defense

mechanisms, and suggests that unconscious regulatory processes can be employed by individuals to help them correct their negative emotional experiences (Freud, 1926).

1.7.1.3.2 Goleman Theory

Goleman believes in the importance of the relationship between emotion, thinking and interaction in different situations through emotional intelligence, which refers to the ability of an individual to define his feelings and the feelings of others to manage emotions effectively within ourselves and in his relationship with others, and also that emotional intelligence is a set of emotional, personal and social skills necessary for individual to succeed in his life. These abilities include five important areas: self-awareness, in addition to managing emotions, self-motivation, empathy, and social skills (goleman, 1999).

Goleman pointed out that managing emotions comes within the basic components of emotional intelligence and refers to the level of control of an individual over his feelings and emotions in line with his skills and trends that enhance his ability to control and organize situations (Jostmann, et al., 2005). According to Goleman (1995), the components of this dimension include the individual's ability to control his emotions, the individual's ability to change his moods when circumstances change, the individual's ability to regulate his emotion and generate new ideas, and the individual's ability to adapt to current events.

1.7.2 Adolescence

1.7.2.1 Concept of adolescence

Adolescence is a stage of growth, following the late childhood stage, and it lies between childhood and adulthood. It is a transitional period, and begins with sexual puberty, and is usually between the ages of thirteen and eighteen, where physical changes occur, and it is difficult to determine the start and end of this stage (Salah Hassan, 2012), and it varies according to the environmental and climatic factors in which the individual lives.

Ibrahim (1998) defined it as "a transitional stage from a known situation (childhood) to an unknown situation and a cognitively unknown environment (adults) that cannot be dealt with properly."

Debesse (1971) defined it as "usually considered to be a set of physical and psychological transformations that occur between childhood and adulthood."

Freud defined it as "a period that begins with puberty and ends when the sexual organs mature in a psychological sense" (Nuri 1990).

Piaget defined it as the age at which the individual merges with the world of adults, and the age at which the child no longer feels that he is less than those who are older than him, but is at least equal to them in terms of rights.

Through the previous definitions, the comprehensive concept of adolescence is a biological and social phenomenon, and most scholars and researchers believe that adolescence is psychological in its general nature, regardless of their causes, and that adolescence begins with puberty and ends at the age of adulthood, and it varies according to gender and from one individual to another.

1.7.2.2 Adolescence period

Although the physical and psychological changes that accompany the adolescence period, they do not necessarily occur at the same time in all individuals, it is possible to define the adolescence period into three stages characterized by overlap and disparity:

1.7.2.2.1 Early adolescence stage

The stage from (12-14) years; the parasitic behavior diminishes and the physical, physiological, mental, emotional and social features characteristic of adolescence begin to appear.

1.7.2.2.2 The intermediate stage of adolescence

It is the stage from (15-17) years, corresponding to the high school stage and is characterized by a steady feeling of maturity and independence, and all the distinctive features of adolescence in general are evident.

1.7.2.2.3 Late adolescence

the stage of late adolescence is called the stage of higher education, and its age range is (18-12). Some researchers also call it the youth stage, which immediately precedes assuming responsibility in an adult's life. Hence, this stage was the stage of making

important and difficult decisions, such as the decision to choose a profession and choose to marry (Sami, Muhammad, 2004).

1.7.2.2.4 Adolescence is an important stage in a person's life

Adolescence is the most important period compared to other life stages, as it may have an impact on attitudes and behaviors for a long time, in addition to having physical and psychological effects.

1.7.2.3 Adolescence is a transitional stage

“Transition” means the passage to other stages of development, as the physical changes that occur during the teenage years affect the behavior of the individual and lead him to re-evaluate his trends and his performance of all the harmonic processes.

1.7.2.3.1 Adolescent needs

The adolescent has the same physical needs that children and adults have, and in their biological and psychological divisions they have an important role in the developmental side of the individual, and perhaps what comes to mind when mentioning this, the American scientist Abraham Maslow and his theory of the hierarchical organization of needs because he put the needs in the form of a gradual and clear hierarchy as an individual is a demanding being, and if he fulfills his biological needs, he seeks to fulfill his needs for security and thus the psychological need in the pyramid (Talaat, 1990)

1.7.2.3.2 Psychological needs

the most important of which are self-acceptance, especially new physical changes, achieving emotional independence, forming positive attitudes towards others, especially towards peers, parents and society, and belonging to the social values and religious background prevailing in the society in which he lives.

1.7.2.3.3 Cultural and civic needs

the most important of which are understanding his future roles and responsibilities and providing the necessary skills to perform this and succeed in it.

1.7.2.3.4 Social needs

the most important of which are forming positive relationships with others, planning for the educational and professional future, and achieving social adjustment (Al-Abbasi, 1998).

1.7.2.3.5 The need for self-realization

the meaning of the self-realization includes the adolescent's idea of himself which plays an important role in these needs. The teenager seeks through his interaction to prove himself and confirm it ,and therefore, the family must achieve this by not ignoring him, and treating him as a child, from here ,his personality grows and he feels satisfied. (Hamed Abdel Aziz, 1990).

1.7.2.3.6 The need to appear

The need to appear and draw attention is one of the psychological needs that adolescents seek to attract attention through their stubbornness, revolution, opposition to the opinions of others, violation of instructions, disobedience, defiance and lack of cooperation, all of these responses are caused by trying to prove personality through the risks.

1.7.2.3.7 The need for sex

Adolescence as a period of modification to the structure of the previous "ego", due to the physical change represented in the acquisition of sexual maturity, which imposes on the adolescent the need to integrate this developmental maturity into his relational system, as a result of the transformations that occur to the adolescent, he finds himself facing sexual needs, who was not familiar to before, this is due to the full maturity of the sexual organs (Sharadi, 2006).

1.7.3 Social Media

Social media networks have, in recent times, gained a great spread through the Internet at the global level, as they provided a type of communication called social communication via networks linked to the scattered parts of this world, thus paving the way for all societies to rapprochement, acquaintance, and exchange of ideas, and some of their sites have become the most. Visiting the world, such as Facebook, and the

features it has from other websites, which encourages its surfers to increase the demand for it ((Mahmoud, 2016)

1.7.3.1 Social media concept

Social networking sites have been defined as a system that works in light of electronic networks that operate through the Internet, and these sites cannot work without the Internet, and here the subscriber to this network is allowed to create his own site, and then link it through an electronic social system with many Individuals who are members share the same features and belong to the same site, and these sites allow friends to meet at the university, school, or other at the same time and can see each other, and write to each other through those sites (Layla, 2012).

It is also known as the effective service available over the Internet through many effective sites, which increase the level of communication between individuals, and which connect a large number of users from all over the world and share them directly together, and they can exchange publications and ideas, exchange information and discuss many Through social networking sites, enjoy news and chat services, instant messaging, e-mail, and share text, images, video and audio files. (Al-Sayed El-Sherbiny (2014).

1.7.3.2 The emergence and development of social networking sites

In the nineteenth century, a group of social sites appeared, such as (Class Mates) (1995) to connect with classmates, and (Six Degrees) (1997), these sites focused on direct links between people. And those sites were based on not separating anyone in the world from the other, as that could reach anyone in the world through the six people. The site was not popular at that time although these sites offered services similar to what is found in the current social sites, and then during the period (1999 - 2001) a group of other social sites appeared that did not work as well as the previous one (Al-Baridi, 2010).

At the beginning of the year (2002) the site (Friendster) appeared, which achieved success and used Google, which led to its purchase in (2003) .In the year (2005) MySpace, which outperformed Google in performance as one of the first social networks in the world, then Facebook came to compete with it, where it began to spread with the site (MySpace), which led to a significant increase in the number of Facebook

users, and spread all over the world. worldwide, outperforming MySpace (Ellison and Boyd, 2008).

1.7.4 Pathological internet use among adolescents

With the development of Internet use all over the world, where more than 2 billion people use the Internet www.internetworldstats.com. Most of the users are adolescents and young adults, where the Internet plays a fundamental role in the daily lives of adolescents, youth and the general public. However, the effects of Internet use on the emotional and behavioral development of adolescents remain vague and unknown, due to the difference in the personal characteristics of each individual who uses the Internet (Greenfield & Yan, 2006; Guan & Subrahmanyam (2009).

Pathological Internet Use (PIU) is referred to as Internet addiction (Shaw & black, 2008; Wanaja, Rudd & Wilkinson, 2008). This addiction has been of great interest in recent years, due to the possibility of including this addiction in the Diagnostic and Statistical Manual of Mental Disorders, Classification Five (DSM-V) (Block, 2008; Pies, 2009). PIU, conceived as an impulse-control disorder (Dowling & Quirk, 2009) (10), can be traced back to behavioral addiction (Griffiths, 1998; Griffiths, 1996), and Internet addiction still lacks diagnostic criteria to arrive at a universal definition.

It is noticeable that individuals become addicted to the Internet, through frequent and direct use of different sites, and studies indicate that actual addiction is linked to specific activities on the Internet (Van Rooij et. Al., 2008; Van den Eijnden et. al., 2008).

PIU emphasizes the need to use the Internet. There were three American surveys measuring the prevalence of PIU, and it was between (7 - 8.1%) in Asia, the results indicated high differences in the prevalence of PIU among adolescents and young adults, ranging between 2.4% - 37.9%. Studies have shown that the prevalence of PIU in Europe was 2% in Norway, 3.1% in Finland, 5.4% in Italy, 5.8% in Poland, 8.2% in Greece, and 18.3% in England (Block, 2008; Pies, 2009).

1.7.4.1 The concept of pathological internet use

What is meant in the current study is compulsive behavior associated with the excessive use of social networking sites that leads to the replacement of real, realistic relationships

into superficial ones, which negatively affects self-esteem and the degree of confidence in building social relationships between individuals (Van Rooij et. Al., 2008; Van den Eijnden et. al., 2008).

1.7.4.2 Internet addiction

A dispute arose among specialists about the validity or reality of Internet addiction compared to other known forms of addiction, such as alcohol and drug addiction, while the Psychiatric Association (1995) recognized it and included it in the fourth edition of the DSM-4 Diagnostic and Statistical Manual of Mental Disorders.

As a result, the term (Addiction) has become more inclusive, and is no longer limited to its traditional meaning. Through these data, there are several definitions of Internet addiction, the most important of which are:

- (Young. K, 1997) defined it as: “Impulse control disorder in Internet use that does not include drunkenness or loss of consciousness.
- It is defined as: excessive attachment to the Internet and a compulsive desire to use it, and a feeling of weak self-control, which results in symptoms similar to those of gambling addiction, which leads to a decrease in the level of productivity and disruption of social relations (Fatiha, 2011
- It is defined as a non-chemical behavioral addiction, which involves human-machine interaction, and it means the six basic components of addiction:
 - Dominance or prominence.
 - Endurance.
 - Conflict.
 - Mood changes.
 - Withdrawal symptoms.
 - Relapse.

1.7.4.3 The use of social media by adolescent girls and boys

Social networking sites are used by many individuals on a daily basis, and studies have shown that the use of individuals from children and adolescents helps to strengthen communication and social cohesion, and develop many skills, and it has been proven that many opportunities to communicate with friends, colleagues and people are available through social networking sites. The interest of individuals to use social

networking sites has increased, until it was found that the most group using social networking sites are adolescents, and they have used these sites alarmingly in the past five years (Al-Baridi, 2010).

It was found (22%) of teens to communicate through their favorite social networking sites more than ten times a day, and more than half of teens access these sites more than once a day. Also (75%) of teens own mobile phones, (25%) of them use their phones to access these websites; (54%) use it for sending SMS, and (24%) use it for instant messaging, so a large part of this generation's social and emotional development takes place online and mobile (Gwenn & Kathleen 2011).

Due to the limited abilities of adolescents in terms of self-regulation and exposure to some pressures, adolescents experience a lot of stress when using social networking sites, as many online impressions have been shown to be reflections of offline behaviors, such as bullying, group formation and sex, which leads to threats and bullying. mail. , problems with information privacy and texting (sexual messaging), as well as other issues to consider, such as addiction to Internet use in conjunction with sleep deprivation (American Academy of Pediatric Social Education website).

1.7.4.4 Online threats and harassment

Digital technology is used to threaten online by spreading false, embarrassing, or offensive information about other people. Information circulating indicates that online harassment is not as common as known harassment. Outside of this framework, online threatening can cause profound psychological consequences such as depression, anxiety, and Isolation is a tragic suicide (Al-Baridi, 2010).

Sexual messages and images can be received via cell phones, computers, and other digital receivers, spreading rapidly through the mobile phone and the Internet.

In addition, there are other consequences such as disruption of the academic path, psychological exhaustion and health problems of the victims, and the intensity of contact with the Internet world can be considered an important factor that leads to depression in some adolescents, such as a known depressive condition. Here, depressed teens on Facebook may experience social isolation, and in some cases may turn to some

dangerous websites and blogs in order to seek help, and these sites may promote addiction, unsafe sexual relations, and aggressive, self-destructive behaviors.

1.8 Previous studies

The current study dealt with many global, Islamic, Arab and Palestinian studies as following:

1.8.1 Global Studies

Reem (2007) conducted a study that aimed to identify emotional experiences of feelings followed by social participation. The results of this study showed that mutual stimulation favors empathy. The results also showed that the sharing process reactivates the emotional arousal of both the actor and the target and strengthens social bonds. In this case, the consequences of diffusion are set up in a surprising way because there are as many sources of participation as there are between members in a community, and because each participation revitalizes the feelings of people interacting with one another, as well as positive group cohesion and solidarity.

Also, Huff's (2017) study came to identify common social interactions through the Internet, which increased openness to social networking sites such as Facebook and Twitter. And it was clear from the results that people have a general preoccupation with life events and sympathy with those events, and there is evidence to suggest that in many cases, online participation can be useful in reducing negative feelings, and the results showed that this study focuses on the relationship between the means of communication Social and psychological stress such as depression.

Bazarova, Choi, and Sosik (2015) conducted a study showing how individuals share emotions with others in order to manage their emotional experiences. The study sample consisted of 141 participants who evaluated 1,628 recent status updates, posts they sent on others' timelines, and private messages they sent. For intensity, evenness, personal importance, and general satisfaction after each message is shared.

The results showed that the visual channels on the network have an impact on the interaction, especially the feelings of individuals, and that this increases the level of positive feelings by a good percentage.

Several successive studies have been conducted by Niven, Garcia, van der Loy, Holman, and Mansell (2015) looking at whether trying to improve the feelings of others helps people make connections in new networks. Where the results of the first study indicated that the social network pursues new networks of people for 12 weeks, and that the use of interpersonal emotion regulation (IER) strategies predicted a growth in popularity, and the results of the second study showed that linguistic analysis of tweets showed that more than 8000 users on Twitter through The composition of their accounts use the IER as a predictor of greater popularity in terms of the number of followers gained, and that cognitive strategies (which alter a person's thoughts about their situation or feelings in order to regulate influence) were found to be negatively correlated with popularity.

Gwenn & Kathleen (2011) aimed to identify the impact of social media on children, adolescents and families, as the use of social media on the Internet is considered one of the common practices among children and adolescents today. Any website provides an opportunity for communication between members of the community, and is considered a social media site such as Facebook, Twitter and MySpace, and electronic games sites and virtual worlds such as Banjawan Club, Second Life, Sems, and video sites such as YouTube and blogs, such sites provide young people today with a window for entertainment and communication, Where it has experienced significant growth in recent years. For this reason, it is important for parents to be aware of the nature of these social sites, given that they do not represent a healthy and sound space in their entirety, especially for children and adolescents, and therefore the pediatrician must help families understand how these sites work and encourage healthy and proper use as well as Monitoring harassment, online threats, Facebook depression, sexting, and exposure to inappropriate content.

A study carried out by Kalpidoum et al (2011).“ The study aimed to uncover the effect of Facebook use on university students with regard to self-esteem and their psychological and social compatibility”. The study adopted the descriptive and analytical approach, and it was applied to two groups of students in the northern United States, the first of the first level students by 35 students, and the second group of other levels by 35 students as well. The questionnaire was used to collect study data. The study found several results: First-level students use Facebook at a greater rate than other

students, as they use it on a daily basis, for a period of five hours, and they have a large number of friends through Facebook, and this has led to their psychological and academic adaptation, academic achievement and low self-confidence. The psychological and academic adjustment was better for students who used Facebook for less time.

A study carried out by Huang Hanyun (2011) which aimed at identifying the relationship between Chinese adolescents' addiction to social media and social capital, and examining the effect of addiction on some psychological and social variables represented in the need for belonging, self-awareness, boredom, entertainment and enjoyment, and studying the possible effects between those variables, in addition to monitor the possibility of predicting the adolescents' addiction level to social media in light of some psychological variables. The field study relied on the survey method by applying it to a sample of 1549 individuals, in addition to conducting in-depth interviews with parents and teachers. The results indicated some psychological variables that affect negatively and positively the relationship between social media addiction and social capital, as adolescents' need for belonging is one of the factors that affect the positive relationship between social media addiction and the building and formation of social capital, as adolescents seek to participate in various Activities like commenting, sharing photos, sharing topics, and talking with friends in text and video (Reem,2007). Also, self-esteem is one of the factors that positively affect the nature of the relationship between social media addiction and the building and formation of social capital. The results also indicate that entertainment and entertainment is one of the factors through which the negative impact of social media addiction can be predicted, while the intensity of use in order to obtain information is not one of the factors that negatively affect the building and formation of social capital (Kalpidoum et al ,2011)-

1.8.2 Islamic Studies

The study carried out by Shabir & Others (2014), entitled “The Impact of Social Media on Youth: A Case Study of Bahawalpur City, Pakistan” . The study aimed to investigate the impact of social media on adolescents in the city of Bahawalpur City, Pakistan. The study used the survey method. The study was applied to a sample of (300) adolescents. After applying the questionnaire to them, the results showed that the respondents confirm that these sites have effects on them, and that 46% of them use social media sites in computer laboratories in educational institutions. Respondents also emphasized

that these sites could be useful to them in the field of education. The sample members confirmed that there are negative effects, such as deteriorating social standards, a negative impact on the level of their studies, exposure to porn pictures and videos, and the presentation of contradictory contents to religion, and the spread of hatred among peoples.

1.8.3 Arabic Studies

Maghari's study (2019) entitled "**The negative effects of social media use on adolescents: an applied study on a sample of secondary school students**". This study aimed to identify the negative social, cultural, psychological and health impacts on high school students as a result of their use of social networks. This was carried out through a field descriptive study in which the researcher used the survey method, where the researcher applied the study to a sample of (300) male and female students in Gaza City. The research concluded with several results, most notably: male and female students use social media at high rates, and they all use social media, the majority use Facebook (91%), most of the sample use these sites daily (73%), and 23.6% use it for more than 5 hours. Also, the most important reasons for use were communication with others and entertainment. The results showed that such use had a moderate negative impact on adolescents in social, psychological, cultural and health aspects. The results showed that there were no statistically significant differences between the average estimates of males and females about the impact of social media on them in the social, psychological and cultural aspects, but there were differences in favor of females in health effects. There were differences between the averages of the students' estimates of the social, psychological and cultural influences, according to the variable of parents' intervention in the use of their teenage children on social networks. There were no differences in the classification of health effects. The study recommended the necessity of the educational, social and religious community institutions to play the appropriate role to educate adolescents about the negative aspects of social media networks on them and help parents about educating their children on their proper use and avoiding its negative aspects.

Al Sakkr & Hendawi (2016) carried out a study entitled "The reality of the use of social networking sites from the perspective of adolescent students and their impact on their behavior from the perspective of parents". This study aimed at identifying The reality of

the use of social networking sites from the perspective of adolescent students and their impact on their behavior from the perspective of parents. The study used the questionnaire as a tool to collect data, and it was divided into two parts: the first part was applied to (400) students, including (106) male students, and (94) female students, and the second part was applied to (200) parents. The results showed that the degree of students' use of social networks is high in general, and the results showed that there are no differences in that between male and female students. Parents confirmed that their children's use of these networks affects their behavior to a high degree in general, and the effects were moderate on some of the few behaviors.

A study conducted by Ayesha and Faeq (2016) entitled "Emotional Regulation among university students, Journal of the College of Basic Education." The study aimed to identify the Emotional Regulation among university students according to strategies, and to identify the significance of differences in the level of Emotional Regulation according to the demographic variables related to gender, specialization and academic semester, and to identify the significance of differences in the level of Emotional Regulation strategies among university students due to gender, specialization, and academic semester. A descriptive approach was used. The study sample consisted of (400) students from Baghdad University of the academic year (2015-2016). The study found that university students have a good level of emotional Regulation, and there are no statistically significant differences in the level of emotional Regulation due to gender, specialization, and the academic semester.

A study carried out by (Hinnawi, 2016). The study aimed to identify the reality of the use of social networks by mid-teen students in the Palestinian schools of Nablus, and the study followed the descriptive approach. The study relied on a questionnaire to collect the study data. The sample of the study consisted of school students in the age of (14-16) years, and their number was (217) they were chosen from six schools from areas of Nablus. The study found results including: About 97% of students subscribe to social networks, with a minimum of one subscription to one network only. 70% confirmed their knowledge of using social networks, and 98% had Facebook subscribers.

The largest percentage of the sample (38.4%) used communication networks for more than three hours per day, while the largest percentage of the sample (60%) confirmed that they use communication networks in order to communicate with family and friends. About 63% confirmed that they use social networks through smartphones.

1.8.4 Palestinian Studies

Afaneh Study (2018) entitled “Emotional Regulation and its relation with life satisfaction among the Palestinian University Students in Gaza Governorate”. The study aimed to identify the degree of Emotional Regulation and its relation with life satisfaction among the Palestinian University Students in Gaza Governorate, and the significance of the differences in emotional Regulation and satisfaction with life they have according to some demographic. The descriptive analytical method was used due to its suitability for the purposes of the study. The study sample was selected by a stratified randomized method, which consisted of (612) Palestinian university students in Gaza Governorate. The study found that Palestinian university students in Gaza Governorate have a moderate degree of emotional Regulation and satisfaction with life, and the existence of a positive statistically significant relationship between the dimensions of emotional Regulation (receptivity, positive refocus, focus on plans, positive re-evaluation, putting things in perspective) and satisfaction with life, and the existence of statistically significant differences in all aspects of the emotional Regulation due to demographic variables (gender, marital status, university, specialization, academic achievement, the monthly income of the family, the educational level of the parents), and the study recommended the necessity of enriching the educational curricula with the decisions and activities that develop the emotional Regulation.

1.8.5 Conclusion of Previous Studies

Most of studies as above dealt with many topics related to this study and its variables (Emotional-Regulation in pathological usage of social media among adolescence) (Kalpidoum et al, 2011; Durkee et. al., 2012; Huang Hanyun, 2011).

And how can emotional regulation affect the pathological use of social media, and many studies have also addressed the same issue in adolescents. This study was similar in terms of the population and sample of many studies, also the current study had a used

method similar to many previous studies, and the study environment was the exact location of the study samples for many previous studies, which is similar to the current study sample.

Finally, this study is one of the very few studies conducted in Palestine, and it could be one of the studies that helps adolescent students in the level of cognition regarding Emotional- Regulation and its reflection on their use of social media.

1.8.6 Summary

This chapter of the study dealt with the theoretical framework, which included Emotional regulation, Social media, Adolescent and Pathological use of social media. And the study dealt with the previous studies related to the variables of the studies were also addressed.

Hence, it appears to the researcher that the individual lives many daily situations and events that require different types of emotions, and the feeling and expression of those emotions represents one of the most complex and profound human experiences, and the individual tries to deal with emotional situations in various ways and means.

The emotions experienced by the individual vary according to each situation, which requires flexibility, the ability to change responses according to those situations, and in order for the individual to be able to continue in his daily life, he seeks to understand how to deal with the emotional situations he faces and communicate his feelings through the process of organizing the emotions he feels. It attempts to influence those emotional experiences, the timing of their occurrence, and the ways to experience and express them.

Here, the researcher believes that many adolescents can express this through the use of social media, and that it relieves them of their suffering, releases their energies, and that they are able to adapt to their emotions by talking with friends, or watching everything related to the situations they are going through. Social media are to work on solving problems, or for the teenager to live a state of interaction with what he sees through social media, until he reaches satisfaction or psychological stability.

Chapter Two

Methodology

2.1 Introduction

In this section the researcher views the methodology which suit to the study, the study population and participants, on the other hand the researcher showed the tools which its use, the validity and reliability, finally the discussion related to the statistically analysis.

Study Methodology

The analytical correlative descriptive approach was used to suit the purpose of the study related to the predicting value of emotional-regulation in pathological usage of social media among Arab adolescence.

2.2 Participants

The participants consisted of adolescent students in Palestinian schools who use social media, and the participants is considered to be a relatively large community. The study sample was chosen by convenient method(how) from two schools in the Iksal area, totaling (400) students in the preparatory and secondary stages (383) students were fulfillment the answer about the questionnaire according to the sample selection table based on (Sekeran & Bougie, 2010; Krejcie & Morgan, 1970) .

The researcher Obtained a mission facilitation letter from the An-Najjah National University addressed to the Ministry of Education, and obtaining a mission facilitation letter from the Ministry of Education directed to those schools to implement the study tool.

The study tool was distributed to (383) students from two schools (Comprehensive Secondary School and Al Zahrawi Preparatory School), On-line and handout since the researcher had previous relation with them, the researcher was assisted by few assistants who were aware of the study nature, this was carried out during (6) months due to Corona Pandemic.

Noting that the questionnaire was carried out by the researcher through clarifying some aspects related to the study, explaining its objectives and importance, and emphasizing

the confidentiality of information and its use for the purpose of scientific research only, in addition to emphasizing the need for seriousness and accuracy in dealing with measurement tools, then appropriate places were chosen For distributing the questionnaire, that was collected after completion and sorted, where invalid questionnaires were excluded. Where (368) questionnaires were collected back, which is considered (90.1%) of the main sample as shown in table (1).

Table 1

Descriptive of the Participants

Gender	Freq.	%
Students Male	167	45.4
Students Female	201	54.6
Total	368	100.0
Age		
12-14 years	82	22.3
15-16 years	180	48.9
16-18 years	106	28.8
Total	368	100.0
Daily hours on Social media		
Less than 1 hour.	52	14.1
1-3 hours	50	13.6
3-6 hours	254	69.0
More than 6 hours	12	3.3
Total	368	100.0
Means of using Social media		
Mobile	315	85.6
Computer	53	14.4
Total	368	100.0
Family Members		
3 persons	26	7.1
4-6 persons	221	60.1
7 and more	121	32.9
Total	368	100.0
Family Income		
5000 - 8000	134	36.4
More than 8000	234	63.6
Total	368	100.0

2.3 Data Collection

The study used the quantitative approaches used a systematic standardized approach, and employ the methods as surveys, and in this study relied on data collection of the questionnaire, and the participants perspectives.

2.4 Study tools

The researcher used two scales

The study scales were translated from Arabic into English, and these scales were presented to the experts related to the field of the study.

2.4.1 First scale: Emotional-Regulation Scale

The study used Emotional-Regulation Scale (ERS) prepared by (Gamefski & kraaij, 2007), which was used in (Affaneh, 2018) to measure the nine dimensions of emotional Regulation among the adolescent students in Palestinian schools as shown in table (2) below:

Table 2

Dimensions of Emotional-Regulation Scale

No.	Dimension	Statements
1	Self- Blame	1, 10, 19, 28
2	Acceptance	2, 11, 20, 29
3	Rumination	3, 12, 21, 30
4	Positive refocusing	4, 13, 22, 31
5	Refocus on planning	5, 14, 23, 32
6	Positive reappraisal	6, 15, 24, 33
7	Putting into perspective	7, 16, 25, 34
8	Catastrophizing	8, 17, 26, 35
9	Other-blame	9, 18, 27, 36

2.4.2 Validity

The Validity of the Scale in (Affaneh, 2018)

The researcher was distributed the scale to the psychology experts in Palestinian universities, to take their opinions about the changes which can be go to the scale with more illustrate, as Affaneh translated the scale from English to Arabic, and the scale statements were appropriate for the purposes of the study.

While Affaneh, 2018 verified the validity of internal consistency by using Pearson correlation coefficients, as all statements were statistically significant at the level (0.01), and they belonged to sub-domains, which indicated statements distinction.

Validation of the scale for current Study

The researcher was distributed the scale to academic reviewers from Al Najah University and other Palestinian Universities experts in Psychology Department and other related departments, to verify the sincerity of its statements to take their opinions and re-wording some of the statements, and make the required modifications, to carefully strike a weight degrees between the content of resolution in statements.

The Reliability of the scale related to (Affaneh, 2018)

The reliability of the scale measured by Split-half method for the individual and even Statements of the scale, while the Spearman-Brown equation was used, and the results of the stability coefficients were acceptable, and (Affaneh, 2018) used Cronbach's alpha test as it was found that Cronbach's alpha values were acceptable.

2.4.3 The Reliability of the scale for current study

Cronbach's alpha (Internal Consistency) in Table (2) showed that values of Cronbach alpha for all variables were higher than (60%) which is acceptable in this research , which gives the questionnaire as a whole the reliability coefficient values ranged between (0.618-0.680), with total value was of (0.951) as shown in Table (3).

Table 3

Cronbach's alpha for dimensions of Emotional –Regulation Scale

Variables	Statements	Cronbach Alpha
Self- Blame	1, 10, 19, 28	0.628
Acceptance	2, 11, 20, 29	0.639
Rumination	3, 12, 21, 30	0.643
Positive refocusing	4, 13, 22, 31	0.680
Refocus on planning	5, 14, 23, 32	0.627
Positive reappraisal	6, 15, 24, 33	0.638
Putting into perspective	7, 16, 25, 34	0.628
Catastrophizing	8, 17, 26, 35	0.618
Other-blame	9, 18, 27, 36	0.628
Emotional-Regulation Scale	1-36	0.951

Source: prepared by the researcher

the researcher was used five Likert scale to answer about the options as follows:

Almost never	Some times	Regularly	Often	Almost always
1	2	3	4	5

Relative importance, assigned due to:

Class Interval = Maximum Class – Minimum Class

Number of Level

$$\text{Class Interval} = 5 - 1 = 4 = 1.33$$

$$3 \quad 3$$

- The Low degree is from 1.00- 2.33, and the medium degree is from 2.34 – 3.67 and the high degree is from 3.68 – 5.00

2.5 Second scale: pathological usage social media

This scale study consisted of two parts, notice that this scale was built from the main researcher and it consisted of:

First part: demographic variables, which were: Gender, Age, Daily hours on Social media, Means of using Social media, Family Members, Family Income.

Second part: which includes the study questions consisting of (20) paragraphs, all of which relate to pathological usage of social media, and the scale was designed along the lines of Likert's five-point scale.

2.5.1 Validity

The researcher was distributed the scale to academic reviewers from Al Najah University and other Palestinian Universities experts in Psychology Department and other related departments, to verify the sincerity of its statements to take their opinions and re-wording some of the statements, and make the required modifications, to carefully strike a weight degrees between the content of resolution in statements.

2.5.2 Reliability

the study used (Chronbach Alpha) test to show the internal consistancy, where the values of the Cronbach alpha of the study tool was (0.939) which is higher than (0.60), which is an acceptable.

The research type scale included five Likert scale as follows:

Very Low	Low	Moderate	High	Very High
1	2	3	4	5

Relative importance, assigned due to:

Class Interval = Maximum Class – Minimum Class

Number of Level

$$\text{Class Interval} = \frac{5 - 1}{3 - 3} = 4 = 1.33$$

- The Low level from 1.00 to 2.33, and The medium level from 2.34 to 3.67, where the high level from 3.68 to 5.00

2.6 The statistical techniques

the study used many statistical techniques to answer the questions and hypothesis which were formulated to examine the Predicting value of emotional-Regulation in pathological usage social media among Arab adolescence, (SPSS) program was used to extracted the results related to the questions and hypotheses as following:

- Frequencies and percentages used to describe demographical variables.
- Pearson Correlation Coefficient.
- Cronbach's Alpha reliability (α) to measure the internal consistancy.
- Means and standard deviations.
- Multiple Regression tests were used to show the results of the hypothesis.
- Independent Sample T-test and One ANOVA test were used.

2.7 Variables of the study

The study included several variables, as:

- **Independent Variable (Emotional-Regulation Scale)** and it contains sub-independent variables:
 - Self- Blame
 - Acceptance
 - Rumination
 - Positive refocusing
 - Refocus on planning
 - Positive reappraisal
 - Putting into perspective
 - Catastrophizing
 - Other-blame
- **Dependent variable:** pathological usage social media.

2.8 Ethical consideration

The current study attempted to practice some ethics in the study as follows

Statement of the real results revealed by the study, and not to falsify the results, while avoiding bias and favoritism in favor of personal opinions and tendencies, especially in the results presentation and discussion section, and the recommendations and suggestions section.

While working on this study, fatal errors were avoided, with an attempt to review the work carefully, and criticize it impartially, to ensure the credibility of the results, and permission was requested before using the study tools.

Others' work was not copied but not presented as my own, all citations I used were documented in the bibliography, and the confidentiality of data provided by study participants was respected.

Chapter Three

Results

3.1 Introduction

This chapter focused on the results as following:

3.1.1 The result of question number (1): What is the level of emotional regulation among Arab adolescent?

Means, standard deviation were calculated, item importance and importance level to show the level to show the Emotional – Regulation among the adolescents as shown in Table (4).

Table 4

The Level of Emotional – Regulation Among the Adolescents in Descending Order

No	Dimension	Mean	Std. Deviation	Item Importance	Importance Level
1	Self- Blame	3.32	0.58	1	Medium
7	Putting into perspective	3.29	0.52	2	Medium
9	Other-blame	3.29	0.52	2	Medium
6	Positive reappraisal	3.28	0.51	4	Medium
8	Catastrophizing	3.28	0.51	4	Medium
5	Refocus on planning	3.27	0.51	6	Medium
4	Positive refocusing	3.11	0.63	7	Medium
2	Acceptance	3.04	0.67	8	Medium
3	Rumination	3.03	0.66	9	Medium
	Total	3.21	0.50		Medium

The participants results as above found that the (The level of Emotional – Regulation Among The Adolescents), was in the medium level and the means values ranged between (3.32 – 3.03), (Self-Blame) ranked, (Putting into perspective and Other blame) ranked second.

(Positive reappraisal and Catastrophizing) ranked fourth, refocus on planning ranked sixth. The Positive refocusing came in the seventh rank , the Acceptance ranked eighth and the last dimension was the rumination

- **The level of (Self-Blame) among the adolescents:**

The researcher used the Means, standard deviation, item importance and importance level to show the level of Self-Blame among the adolescents as shown in Table (5).

Table 5

Means, Standard Deviations to Show the Level of Self-Blame Among the Adolescents in Descending Order

No	paragraph	Mean	Standard deviation	rank	level
10	I feel that I am the one who is responsible for what has happened.	3.48	0.82	1	Medium
1	I feel that I am the one to blame for it	3.45	0.50	2	Medium
28	I think that basically the cause must lie within myself.	3.36	0.87	3	Medium
19	I think about the mistakes I have made in this matter.	3.01	1.08	4	Medium
	Total	3.32	0.58		Medium

The (Self-Blame) among the adolescents, was of a Medium level. Statement (10) ranked first with the highest mean reaching (3.48), with standard deviation of (0.82), which is a level of Medium.

statement (19) ranked last, with mean of (3.01), with standard deviation of (1.08), which is a level of medium.

- **The level of (Acceptance) among the adolescents:**

The researcher used the Means, standard deviation, item importance and importance level to show the level of Self-Blame among the adolescents as shown in Table (6).

Table 6

Means, Standard Deviations to Show the Level of Acceptance among the Adolescents in Descending Order

No	paragraph	Mean	Standard deviation	rank	level
11	I think that I have to accept the situation.	3.24	0.84	1	Medium
29	I think that I must learn to live with it.	3.18	0.94	2	Medium
20	I think that I cannot change anything about it.	2.99	1.05	3	Medium
2	I think I have to accept that this has happened.	2.74	1.00	4	Medium
<i>Total</i>		3.04	0.67		Medium

The participants showed that (Acceptance) among the adolescents was of a Medium. Statement (11) ranked first with the highest mean reaching (3.24), with standard deviation of (0.84), which is a level of Medium.

Statement (2) ranked last, with mean of (2.74), with standard deviation of (1.00), which is a level of medium.

- **The level of (Rumination) among the adolescents:**

The researcher used the Means, standard deviation, item importance and importance level to show the level of Rumination among the adolescents as shown in Table (7).

Table 7

Means, Standard Deviations to Show the Level of Rumination among the Adolescents in Descending Order

No	paragraph	Mean	Standard deviation	rank	level
12	I am preoccupied with what I think and feel about what I have experienced.	3.24	0.83	1	Medium
30	I dwell upon the feelings the situation has evoked in me.	3.17	0.92	2	Medium
21	I want to understand why I feel the way I do about what I have experienced.	2.98	1.04	3	Medium
3	I often think about how I feel about what I have experienced.	2.74	1.00	4	Medium
<i>Total</i>		3.03	0.66		Medium

The participants showed that (Rumination) among the adolescents was of Medium. Statement (12) ranked first with the highest mean reaching (3.24), with standard deviation of (0.83), which is a level of Medium.

And statement (3) ranked last, with mean of (2.74), with standard deviation of (1.00), which is a level of medium.

- **The level of (Positive refocusing) among the adolescents:**

The researcher used the Means, standard deviation, item importance and importance level to show the level of Positive refocusing among the adolescents as shown in Table (8).

Table 8

Means, Standard Deviations to Show the Level of Positive Refocusing among the Adolescents in Descending Order

No	paragraph	Mean	Standard deviation	rank	level
4	I think of what I can do best.	3.51	0.50	1	Medium
22	I think of something nice instead of what has happened.	3.27	0.89	2	Medium
31	I think about pleasant experiences.	3.19	0.89	3	Medium
13	I think of pleasant things that have nothing to do with it.	2.48	1.12	4	Medium
<i>Total</i>		3.11	0.63		Medium

The participants responses for the (Positive Refocusing) among the adolescents, with a level of Medium. Statement (4) ranked first with the highest mean reaching (3.51), with standard deviation of (0.50), which is a level of Medium.

And statement (13) ranked last, with mean of (2.48), with standard deviation of (1.12), which is a level of medium.

- **The level of (Refocus on planning) among the adolescents:**

The researcher used the Means, standard deviation, item importance and importance level to show the level of Refocus on planning among the adolescents as shown in Table (9).

Table 9

Means, Standard Deviations to Show the Level of Refocus on planning among the Adolescents in Descending Order

No	paragraph	Mean	Standard deviation	rank	level
32	I think about a plan of what I can do best.	3.42	0.83	1	Medium
5	I think I can learn something from the situation.	3.25	0.56	2	Medium
23	I think about how to change the situation.	3.24	0.82	3	Medium
14	I think about how I can best cope with the situation.	3.18	0.71	4	Medium
<i>Total</i>		3.27	0.51		Medium

The participants responses for the (Refocus on Planning) was of a level of Medium. Statement (32) ranked first with the highest mean reaching (3.42), with standard deviation of (0.83), which is a level of Medium.

And statement (14) ranked last, with mean of (3.18), with standard deviation of (0.71), which is a level of medium.

- **The level of (Positive reappraisal) among the adolescents:**

The researcher used the Means, standard deviation, item importance and importance level to show the level of Positive reappraisal among the adolescents as shown in Table (10).

Table 10

Means, Standard Deviations to Show the Level of Positive reappraisal among the Adolescents in Descending Order

<i>No</i>	<i>paragraph</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>rank</i>	<i>level</i>
33	I look for the positive sides to the matter.	3.44	0.82	1	Medium
6	I think that it all could have been much worse.	3.26	0.56	2	Medium
24	I think that the situation also has its positive sides.	3.23	0.81	3	Medium
15	I think that I can become a stronger person as a result of what has happened.	3.20	0.72	4	Medium
<i>Total</i>		3.28	0.51		Medium

Participants responses showed that the (Positive reappraisal) among the adolescents was of Medium. Statement (33) ranked first with the highest mean reaching (3.44), with standard deviation of (0.82), which is a level of Medium.

Statement (15) ranked last, with mean of (3.20), with standard deviation of (0.72), which is a level of medium.

- **The level of (Putting into perspective) among the adolescents:**

The researcher used the Means, standard deviation, item importance and importance level to show the level of Putting into perspective among the adolescents as shown in Table (11) in Appendix D.

Table (11) that the mean of the participants responses for the (Putting into perspective) was of a level of Medium. Statement (34) ranked first with the highest mean reaching (3.45), with standard deviation of (0.85), which is a level of Medium. Statement (25) ranked last, with mean of (3.21), with standard deviation of (0.79), which is a level of medium.

- **The level of (Catastrophizing) among the adolescents:**

The researcher used the Means, standard deviation, item importance and importance level to show the level of Catastrophizing among the adolescents as shown in Table (12) in Appendix D.

The responses for the level of (Catastrophizing) was Medium. Statement (35) ranked first with the highest mean reaching (3.46), with standard deviation of (0.85), which is a level of Medium. Statement (26) ranked last, with mean of (3.18), with standard deviation of (0.77), which is a level of medium.

- **The level of (Other-blame) among the adolescents:**

The researcher used the Means, standard deviation, item importance and importance level to show the level of Other-blame among the adolescents as shown in Table (13) in appendix d.

(Other-blame) was of Medium. Statement among adolescents students, statement (36) ranked first with the highest mean reaching (3.46), with standard deviation of (0.84), which is a level of Medium.

Statement (27) ranked last, with mean of (3.20), with standard deviation of (0.78), which is a level of medium.

3.1.2 The result of question number (2) What is the level of social media psychopathology use among Arab adolescent?

Table (14) in appendix d below shown the level of social media psychopathology use among Arab adolescent.

The results of participants responses for the (pathological usage social media among Arab adolescence), was of a Medium level. Statement (35) (I think that internet is very important in my personal life) ranked first with the highest mean reaching (3.65), with standard deviation of (0.95), which is a level of Medium. Statements (4 and 10) (when disabled at home I seek to find internet connection from any source) and (I feel the internet is like water and air for me), ranked second = (3.62), with standard deviation of (0.62 and 0.93) respectively, which are a level of medium.

Statement (14) (I feel miserable when circumstances prevent me from using the internet) was in the last with mean of (2.72) with standard deviation of (1.29), which is a level of medium

3.1.3 The result of question number (3): Is there a relationship between social media psychopathology use and emotional Regulation among Arab adolescent?

The researcher used Pearson Correlation Coefficient test to show the relationship between emotional-Regulation in pathological usage social media among Arab Adolescence as shown in Table (15) in appendix d below:

The result in table (15) showed that there is a statistically significant relationship between emotional-Regulation with its dimensions (Self-blame, Acceptance, Rumination, Positive refocusing, Refocus on planning, Positive reappraisal, Putting into perspective, Catastrophizing, Other blame, total degree) and pathological usage social media among Arab Adolescence, Pearson Correlation values were (0.706, 0.742, 0.741, 0.805, 0.825, 0.866, 0.883, 0.844, 0.865, 0.914) and its significant at level of (0.01).

And the study showed the Predicting value of emotional-Regulation in pathological usage social media among Arab adolescence:

The study used Multiple regression test to show the Predicting value of emotional-Regulation in pathological usage social media among Arab adolescence as following results:

It is evident from Table (16) in appendix d, and by following up on the values of the (t) test, that the sub-factors (variables) related to (Self Blame, Rumination, Positive refocusing, Refocus on planning, Positive reappraisal, Putting into perspective, Catastrophizing and Other blame) have predicting in pathological usage social media among Arab adolescence, as the (t) values were (4.186, 2.599, 4.415, 10.110, 2.769, 7.549, 8.936, 9.784), respectively, which are significant values at the level of significance ($\alpha \geq 0.05$).

It was evident from Table (16) that the Acceptance does not predicting in pathological usage social media among Arab adolescence, as the value of (t) reached (1.199), which is not significant at the level of ($\alpha \geq 0.05$).

The result of the question number (4) Are there a statistically significant difference in social media pathological use to due to demographical variables?

The study used Independent-Sample-T-test and One-Way-ANOVA test to show the differences in the level of pathological usage social media among Arab adolescence attributed to the Gender, Age, Daily hours on Social media and Family Income as shown in the following results:

Gender

The study used Independent Sample T-test to show the statistically significant differences in the level of Pathological usage social media among Arab adolescence attributed to the Gender as shown in table (17) in appendix d:

the results showed that there are no statistically differences in the level of Pathological Usage Social Media among Arab Adolescence Attributed To the Gender (t) = was of (0.723) with significant more than ($\alpha \geq 0.05$).

Age

Table (18) in appendix d showed that there is no differences in the level of Pathological Usage social media among Arab Adolescence Attributed to the Age (t) = (-0.049) with significant level more than ($\alpha \geq 0.05$).

Daily hours on Social media

The study used Means, Standard deviation and One-Way-ANOVA to show the statistically differences in the level of Pathological usage social media among Arab adolescence attributed to the daily hours on social media and following

Table (19) in appendix d showed that there are differences in the means values of Pathological usage social media among Arab adolescence attributed to the daily hours on social media.

Table (20) in appendix d shows that no differences in the level of Pathological usage social media among Arab adolescence attributed to the daily hours on social media (F) values was (0.056) and it's not significant at level of ($\alpha \geq 0.05$).

Family Income

The study used Independent Sample T-test to show the statistically significant differences in the level of Pathological usage social media among Arab adolescence attributed to the Family Income as shown in table (21) in appendix d:

Table (21) showed that no differences in the level of Pathological Usage Social Media among Arab Adolescence Attributed To the Gender (t) value was (-0.651) with significant level more than ($\alpha \geq 0.05$).

3.2 Summary

In this chapter the study showed the most important results related to the level of emotional regulation, pathological use of internet among the adolescents and the study make a comparative analysis to show the trends of the adolescence to pathological usage of social media due to some of demographical data for the study sample.

Chapter Four

Discussion and recommendations

4.1 The discussion of results

This chapter includes a presentation to discuss the results of the current study as follows:

4.1.1 The discussion of the first question which stipulated: What is the level of emotional Regulation among Arab adolescent?

The results of the current study showed that Self-Blame was of average level among adolescent students, as it ranked first among dimensions of (emotional-Regulation). The paragraph that states (I feel that I am the one who is responsible for what has happened) has ranked first. This result may be attributed to the fact that self-blame is strongly linked to a disturbed conscience and disturbed physical and psychological health in light of negative opinions or beliefs expressed by adolescent students about themselves and that the events they experienced derive their negative, hopeless, depressed, and defeatist connotations through their interaction in this manner, and to adopt such method negatively distorts the individual's perception of reality. Then comes the emotional response and the negative and desperate behaviors which are called depression and this result degree with (Huff, 2017; Gwenn & Kathleen, 2011).

Also, this result can be attributed to beliefs and assumptions that affect what adolescents do in their interpretation of the event, as it is the main structure in which they perform perception, understanding, thinking and remembering in the world in general. This knowledge is retained by the individual in the form of fixed mental formulas called negative schemas of the individual which are in such a way that they create negative trends in the interpretation of any experience. One of the features of these schemes creates what are called negative thoughts that enter the human mind while he/she does not feel them.

It was found through the results of the study that (Acceptance) was at an average level among adolescent students. The paragraph stating (I think that I have to accept the situation) has ranked first and at an average level. This result may be attributed to the

acceptance and acquiescence of the Arab adolescent students and their acquiescence to what is happening with them, and this result degree with (Huff, 2017).

This may be due to the existence of two types of acceptance, one that refers to acceptance as an active process of self-affirmation, while the other type indicates a passive surrender to negative experiences. It seems that the prevailing pattern of acceptance among the sample of adolescent students is the positive one.

Also, this result can be attributed to the different types of problems that adolescent students suffer from, as the nature of the problem and its requirements are among the factors affecting solving this problem. One of the problems may be the difficulty of school adaptation, which reduces the effect of controlling the emotions inherent in these problems by suppressing or even accepting them, as acceptance works to regulate emotions resulting from negative and stressful experiences that are associated with internal problems such as anxiety and depression more than being associated with other types of problems.

It is noted that (Rumination) was at an average level among adolescent students, where the paragraph which states (I am preoccupied with what I think and feel about what I have experienced) has ranked first and at an average level. This result may be attributed to emotional responses related to social situations and contexts that are reflected in reactions before they occur by changing the way in which the adolescent student thinks about the same situation in order to reduce its results (cognitive re-evaluation), which is the way of thinking to reduce the risk of negative events, searching for meaning for negative and positive events and benefiting from them, and thinking about how to deal with events, while emotion Regulation strategies that focus on response refer to the adolescent student's attempts to control the response towards emotions imaginatively or in a way that is not apparent to others and this result degree with (Niven,.Garcia, , van der Löwe, , Holman, , & Mansell, (2015).

These attempts involve changing or preventing physical behavioral signs and emotional facial expressions, and emotions have an important role in the individual's compatibility and his/her enjoyment of mental health.

Emotional Regulation has great importance in different areas of life, and the lack of emotional Regulation makes adolescent students more isolated and less effective in society. Also, the lack of the emotional Regulation makes them use non-adaptive and escape methods in solving the problems and pressures they face, and the lack of emotional Regulation causes many disorders and psychological problems among adolescent students.

The results of the study also showed that (Positive Refocusing) was at an average level among adolescent students, as the paragraph that states (I think of what I can do best) has ranked first and at an average level. This result may be attributed to the fact that the increased use of this strategy, especially among adolescent students, positively affects solving problems according to specific steps and this result degree with (Afaneh, 2018).

This result can be explained by the ability of these strategies to stimulate positive emotions even in the midst of tension and excitement, where the strategy of positive refocusing is linked with positive emotional experiences, by re-evaluating and focusing on the problems facing adolescent students, as they stimulate the creativity of adolescent students, and it helps them in organizing their information, developing their ability to solve their problems, and facilitating decision-making. Also, these emotions are useful in countering negative emotions, expanding the range of ideas and actions, and building important personal resources for adolescent students.

The results of the study showed that (Refocus on planning) was at an average level among adolescent students, as the paragraph that states (I think about a plan of what I can do best) has ranked first and at an average level. This result may be attributed to the fact that the increased use of this strategy, especially among adolescent students, positively affects success in daily life, in studying, and solving problems that they encounter on a daily basis, and this is according to specific steps, as it indicates thinking about the steps that adolescent students will take, and how they will deal with the negative event, as adolescent students face some difficulties and obstacles in their lives, which calls for planning, and resorting to some programs through computer to learn to solve problems and develop plans through experts who have special experiences, and who can be found through social networking sites or through the programs offered through Google, which benefits students and increases positive emotional experiences,

as it stimulates the mind and increases the horizon of thinking, and opens the way to help adolescent students in organizing their own matters, to reach their goals and to make their dreams come true, and its degree with (Afaneh, 2018).

The results of the study concluded that (Positive reappraisal) was at an average level among adolescent students, as the paragraph that states (I look for the positive sides to the matter) has ranked first and at an average level. This result may be attributed to a positive reappraisal that generates positive explanations about emotional situations and relates them to a positive meaning as a way to reduce stressors adolescent students are exposed to. The researcher also attributes this result to the adolescent students' adaptation to the conditions of their lives during the school stage they are going through and its requirements, as they are exposed daily to many emotional situations and changes that require them to use many methods to deal with and organize them in order to succeed and achieve their ambitions.

Also, the emotions of adolescent students vary according to each situation, which requires flexibility and the ability to change responses according to those situations.

Adolescent students are characterized by their lack of emotional maturity, which requires an individual to control its emotions and their proportionality with the level of his age, his experiences and the nature of the different situations, so that his emotional responses are consistent with what is expected of specific energy and proportionate to the situations. Positive Reappraisal plays a vital role in teen students' emotional lives and psychological well-being. The methods of emotional Regulation in adolescent students depend on the experiences of parents and friends, and their acquisition of some experiences from them to properly re-evaluate things and take the best appropriate decisions for them (Afamej. 2018).

As for (Putting into perspective) it came at an average level among adolescent students, where the paragraph that states (I tell myself that there are worse things in life) has ranked first and at an average level. This result may be attributed to the biological and physiological nature of adolescents, which indicates a diminution of the importance of the event to any problem that may encounter an adolescent, and that he takes things with a kind of recklessness, that is, what is happening was not so bad compared to other things, which affects his emotional reactions.

The results of the study showed that (Catastrophizing) was at an average level among adolescent students, as the paragraph that states (I continually think how horrible the situation has been) has ranked first and at an average level. This result may be attributed to ideas that explicitly emphasize terrifying experiences, and that adolescent students always think and carefully consider the frightening feelings raised by a certain anxiety situation such as exams or confronting teachers and students who are bullying, which increases the level of some negative psychological symptoms such as anxiety, depression, and psychological stress. It is noticed that students who tend to use this strategy blame others when facing stressful situations and do not feel any responsibility for the situations they face.

The results of the study showed that (Other-blame) was at an average level among adolescent students, as the paragraph that states (I feel that basically the cause lies with others) has ranked first and at an average level. This result may be attributed to the ideas of adolescent students related to the environment in which they live, and that everything that happens with them is a result of this environment, or that everything that happens with adolescent students is the result of others. This strategy aims to change the way the individual views the situation that stirs up feelings in order to change the emotional effect of the situation and its degree with (Maghari's, 2019).

4.1.2 The discussion of the second question which stipulated: What is the level of social media psychopathology use among Arab adolescent?

The results of the study showed that (Pathological usage of social media among Arab adolescence) was at an average level among adolescent students, and the paragraph that states (I think that Internet is very important in my personal life) came in first place, and this result may be attributed to the fact that the Internet has become very important, especially for adolescents, whom have become addicted to it, so adolescents no longer imagine the world without the Internet, or even pass one day without communicating via the Internet, since the use of Internet has become adopted by adolescents in various fields, the simplest of which is the field of entertainment, which the internet greatly contributes to it, since it is has been widely used, and the Internet has also become useful in many areas such as work, and communication (Durkee et al., 2012).

The Internet has become a basic need from the point of view of adolescents, such as food, so it is impossible for business to continue without the Internet and has become the first factor for adolescents in all fields such as study, communication, play and so on.

Adolescence have become unable to remain without the Internet, especially when playing and entertainment through social media; such as YouTube and Messenger, and the Internet became very important for adolescence when playing online.

This result is also attributed to the fact that the Internet benefits adolescents during times of boredom or waiting, for example in the doctor's office or when they are traveling in various means of transportation, and the Internet has many benefits from the viewpoint of adolescents to the point that they are unable to survive without it, as it is a development in life like any other development.

In the second place came the paragraph that states (when disabled at home I seek to find internet connection from any source), and this result may be attributed to Internet addiction, as this addiction affects the mood and psyche of adolescents in the event of distancing from it.

One of the manifestations of addiction is the "tolerance phenomenon"; That is, the tendency to increase the hours of using the Internet to satisfy the same desire that was satisfied by less hours it degree with (Huang Hanyun, 2011).

As well as the phenomenon of "withdrawal", meaning suffering from psychological and physical symptoms when the connection to the network is disconnected, including psychomotor tension, "excess nervous movements" and anxiety, as well as the concentration of compulsive thinking about the Internet and what is happening in it. In addition to dreams and fantasies related to the Internet, voluntary and involuntary movements performed by the fingers on the computer, and the desire to return to using the Internet to alleviate or avoid withdrawal symptoms, with a tendency to use more frequently or for a longer period of time.

What adds to the confusion is that Internet addicts themselves are different, so no addict to sexual sites is like a chat addict! Or play on the net, and there are five types of Internet addiction described so far:

Sexual addiction: It is the internet user's fondness for porn sites and romantic chat rooms, and this may be related to a person's lack of emotional satisfaction or his suffering from a specific psychological condition.

Chat addiction: in which the Internet user dispenses with his electronic relationships from his real relationships.

And in the third place came the paragraph that states (I feel the internet is like water and air for me), and this result may be attributed to Internet addiction by adolescents and considering the Internet for them as one of the most important things, as it cannot be dispensed with from their point of view at the present time, because they use it to accomplish many tasks, and it has become indispensable in distance education, and to obtain many important materials in the study. The adolescents have developed the use of the Internet to become addictive, and this result indicates the emergence Signs of mental and psychological illnesses that results from adolescents spending most of their time alone in their rooms with their smart devices, without parental supervision, without personal interaction, face-to-face, with friends, and without engaging in activities such as going out, wandering, chatting with friends, exercising, beside other activities and this agree with (Huang Hanyun, 2011).

4.1.3 The discussion of the third question which stipulated: There is relationship between social media psychopathology use and emotional Regulation among Arab adolescent?

The results showed that there is a statistically significant relationship between emotional-Regulation with its dimensions (Self-blame, Acceptance, Rumination, Positive refocusing, Refocus on planning, Positive reappraisal, Putting into perspective, Catastrophizing, Other blame, total degree) and pathological usage social media among Arab Adolescence, this explains that the pathological usage social media has an effect with many factors related to emotional Regulation and this result due to arrangement, and this may be attributed to the nature of adolescents and their organization of their personal affairs, and solving the problems they are exposed to them.

The result also showed that (Self-blame, Rumination, Positive refocusing, Refocus on planning, Positive reappraisal, Putting into perspective, Catastrophizing, Other blame) have an effect on pathological usage social media among Arab adolescence.

The researcher attributes these results to the adolescent students' adaptation to their life conditions and requirements, as they are exposed daily to many situations and emotional changes, and they are forced to use the Internet for long hours, and organize their affairs in order to succeed and achieve their ambitions, or help in matters of life, and the emotions vary according to each situation. Which requires flexibility and the ability to change responses according to those situations, and adolescents are characterized by not being sufficiently mature, which explains the failure to adjust emotions that are commensurate with the chronological age and short experiences in light of the heterogeneous situations, so that his emotional responses do not coincide with what is expected of specific energy and proportionate with Attitudes, processes and strategies of emotional Regulation play a vital role in the individual's emotional life and psychological well-being, and the methods of emotional Regulation of adolescents depend on their experiences and education in previous stages of their lives.

4.1.4 The discussion of the fourth question which stipulated: Are there a statistically significant difference in social media pathological use to due to demographical variables?

The result showed that there were no statistically significant differences at ($\alpha \geq 0.05$) in the level of pathological usage social media among Arab adolescence attributed to the Gender, Age, Daily hours on Social Media and Family Income

This indicates that all adolescents, regardless of their gender, age, daily use of social media and family income, have pathological usage social media, and this result may be attributed to the common needs and interests among adolescents about using the Internet, it is due to the extent of the Internet's contribution to the service Adolescents, or covering their needs about the various contents, whether it is games, social networking sites, sexual sites, or scientific and educational sites.

Also, the Internet services broadcast over the World Wide Web cannot distinguish between males and females, their ages, all the way to all demographic characteristics,

and what the Internet offers can be viewed and used by all viewers without discrimination.

It is noticeable that all groups with different demographic characteristics have very equal levels of pathological usage social media among Arab adolescence, which is what was referred to previously, and this can affect the psychological and mental health that results from adolescents spending most of their time alone in their rooms with their smart devices, without parental supervision, and without Personal interaction, face-to-face, with friends, without engaging in activities such as going out, wandering, chatting with friends, exercising, and other activities.

4.2 Recommendations

In light of the results, the researcher reached the following recommendations:

- Activating the role of educational institutions and the media by increasing awareness and interest in using emotional Regulation strategies in various life situations.
- Holding workshops and seminars for adolescent students to improve their emotional Regulation.
- -Work to employ methods of emotional Regulation in the academic courses of adolescent students.
- -Holding special counselling programs in the schools about pathological usage social media among Arab adolescence and its harm, with the methods to reduce it.
- Developing strategies aimed at developing adolescent students by involving them in society and investing their energies in a positive manner.
- Conducting further studies of emotional Regulation with other variables, such as thought patterns, anxiety and depression.
- Conducting many researches that investigate the two variables of the research in other samples and categories, such as university students.

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Appendices

Appendix A

Emotional Regulation Scale

No.	Statement	Almost never	Some times	Regularly	Often	Almost always
1-	I feel that I am the one to blame for it					
2-	I think I have to accept that this has happened.					
3-	I often think about how I feel about what I have experienced.					
4-	I think of what I can do best.					
5-	I think I can learn something from the situation.					
6-	I think that it all could have been much worse.					
7-	I often think that what I have experienced is much worse than what others have experienced.					
8-	I often think that what I have experienced is much worse than what others have experienced.					
9-	I feel that I am the one who is responsible for what has happened.					
10-	I feel that I am the one who is responsible for what has happened.					
11-	I think that I have to accept the situation.					
12-	I am preoccupied with what I think and feel about what I have experienced.					
13	I think of pleasant things that have nothing to do with it.					
14-	I think about how I can best cope with the situation.					
15-	I think that I can become a stronger person as a result of what has happened.					
16-	I think that other people go through much worse					

No.	Statement	Almost never	Some times	Regularly	Often	Almost always
	experiences.					
17-	I keep thinking about how terrible it is what I have experienced.					
18-	I feel that others are responsible for what has happened.					
19-	I think about the mistakes I have made in this matter.					
20-	I think that I cannot change anything about it.					
21-	I want to understand why I feel the way I do about what I have experienced.					
22-	I think of something nice instead of what has happened.					
23-	I think about how to change the situation.					
24-	I think that the situation also has its positive sides.					
25-	I think that it hasn't been too bad compared to other things.					
26-	I often think that what I have experienced is the worst that can happen to a person.					
27-	I think about the mistakes others have made in this matter.					
28-	I think that basically the cause must lie within myself.					
29-	I think that I must learn to live with it.					
30-	I dwell upon the feelings the situation has evoked in me.					
31-	I think about pleasant experiences.					
32-	I think about a plan of what I can do best.					
33-	I look for the positive sides to the matter.					
34-	I tell myself that there are worse things in life.					
35-	I continually think how horrible the situation has been					

No.	Statement	Almost never	Some times	Regularly	Often	Almost always
36-	I feel that basically the cause lies with others.					

Appendix B

Pathological Usage of social media

<i>No</i>	<i>Statements</i>	Very Low	Low	Moderate	High	Very High
1	I think that internet is very important in my personal life.					
2	I feel more relaxed & free when I am connected to the internet					
3	my parents complain for my excessive use of the internet					
4	when disabled at home I seek to find internet connection from any source					
5	I lost many friends due to my excessive internet use.					
6	when I tried to avoid using the					
7	When I tried to stop using the Internet for a period of time, I failed to do so, and I returned to using it more.					
8	I am late in submitting my homework because I spend a long time online.					
9	Internet bill charges increased more than expected.					
10	I feel the internet is like water and air for me.					
11	I use the internet when I'm avoiding doing things that I don't like.					
12	My friends accuse me of becoming captivated by the Internet.					
13	I feel miserable when circumstances prevent me from using the internet.					
14	I have failed in many attempts to shorten my periods of internet use.					
15	My decision to stop using the internet caused me to feel very upset and unhappy.					
16	I feel like time flies by when I'm online.					
17	I borrow some money to cover internet service charges.					

<i>No</i>	<i>Statements</i>	Very Low	Low	Moderate	High	Very High
18	When I wake up the first thing I do is get online.					
19	The internet helps me to forget about my problems and reduce the pressure on me.					
20	I can do my daily homework by sharing on social media.					
21	I don't feel like it all day long if I don't spend some time online.					
22	Although I have been punished by my father for stopping using the Internet, I am more and more eager to continue using it.					
23	I am very interested in accessing sexual sites because of the pleasure they provide when viewing them.					
24	I feel anxious to go online when I go home.					
25	When I leave my home, I stay online until the last minute I go out.					
26	I don't think of anything but the internet when I'm connected to it.					
27	I feel happier when I go online.					
28	I feel lonely and isolated when circumstances keep me from using the Internet.					
29	I suffer from sleep disturbance due to my constant internet connection.					
30	My reading and writing skills decreased as I continued to use the Internet.					
31	I get so caught up in the internet that I forget to sleep.					
32	I feel eye strain after spending long hours in front of a computer screen.					
33	The Internet makes me feel like a great and important person.					
34	I download sexual photos from the internet to my computer.					
35	I think that internet is very important in my personal life.					

مقياس التنظيم الانفعالي

م	الفقرة	تطبيق تماماً	تطبيق	بين بين	لا تطبيق	لا تطبيق أبداً
1	أشعر أنني الشخص الملام عند التعرض لأي موقف					
2	أقبل حقيقة الواقع بأن الأمر قد حدث وانتهى					
3	أفكر كثيراً في المشاعر المؤلمة للماضي					
4	أفكر في أمور أخرى أفضل مما قد حدث					
5	أستطيع تركيز انتباهي في الأعمال المطلوبة مني					
6	أتعلم العديد من الدروس المستفادة من الأحداث والمواقف					
7	أعتقد أنه كان من الممكن أن تسير الأمور بصورة أسوأ مما قد حدث					
8	أعتقد أن ما عايشته أسوأ بكثير من تجارب الآخرين					
9	أعتقد أن الآخرين يلحقهم اللوم عما حدث					
10	أشعر أنني المسئول عما يحدث لي					
11	أعتقد أنه يجب علي أن أقبل المواقف التي تواجهني					
12	غالباً ما يستحوذ على مشاعري وتفكيري ما عايشته خلال الموقف					
13	أفكر في الأخطاء السارة التي لا تكلفني شيئاً					
14	أتعامل بموضوعية مع المواقف التي تواجهني					
15	أشعر بأنني أقوى بعد كل موقف أو خبرة تواجهني					
16	أعتقد أن الآخرين يملكون بتجارب سيئة					
17	يلازمني التفكير فيما عايشته من أحداث فظيعة خلال الموقف					
18	أشعر أن الآخرين مسئولون عما حدث					
19	أستشعر الأخطاء التي ارتكبتها بخصوص ما حدث					

م	الفقرة	تطبيق تماماً	تطبيق	بين بين	لا تطبيق	لا تطبيق أبداً
20	أعتقد أنني لا أستطيع تغيير أي شيء حول الموقف الذي حدث					
21	لم يتضح لذهني وأفكاري تفسيراً للسلوك الذي حدث					
22	أفكر بالأشياء الجميلة بدلاً من التفكير بالأحداث المؤلمة					
23	أفكر في كيفية إحداث تغيير للموقف الذي يواجهني					
24	أعتقد أن الموقف له جوانب إيجابية					
25	أعتقد أن الوضع لا يبدو سيئاً مقارنة بأشياء أخرى					
26	أعتقد أن ما عايشته هو أسوأ شيء قد يحصل لشخص ما في الحياة					
27	أستشعر الأخطاء التي يرتكبها الآخرون بخصوص الموقف					
28	أعزو مسببات الأحداث إلى عوامل داخلية تكمن بي شخصياً					
29	أتعلم أن أتعايش مع الوضع					
30	تتملكني المشاعر التي أثارها الموقف					
31	أستحضر تجارب وخبرات سارة في حياة الأفراد					
32	أفكر بعمق مخطط له في أفضل طريقة للتعامل مع الموقف					
33	أنظر بإيجابية حول ما يحدث					
34	أؤمن أن هناك أشياء سيئة في الحياة					
35	أفكر باستمرار في الآلام المستقبلية المحتملة للموقف					
36	أشعر أن السبب الأساسي للأحداث يكمن في الآخرين					

مقياس استخدام مواقع التواصل الاجتماعي

الإجابة تكون على كل فقرة

موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة
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1. أعتقد أن الإنترنت مهم جداً في حياتي الشخصية.
2. أشعر براحة أكبر وحرية أكبر عندما أكون متصلاً بالإنترنت
3. يشتكى والداي من استخدامي المفرط للإنترنت
4. عند التعطيل في المنزل ، أسعى للعثور على اتصال بالإنترنت من أي مصدر
5. لقد فقدت العديد من الأصدقاء بسبب استخدامي المفرط للإنترنت.
6. عندما حاولت التوقف عن استخدام الإنترنت لفترة من الوقت ، فشلت في ذلك ، وعدت إلى استخدامه أكثر.
7. تأخرت في تقديم واجباتي المدرسية لأنني قضيت وقتاً طويلاً على الإنترنت.
8. زادت رسوم فاتورة الإنترنت أكثر من المتوقع.
9. أشعر أن الإنترنت مثل الماء والهواء بالنسبة لي.
10. أستخدم الإنترنت عندما أتجنب القيام بأشياء لا أحبها.
11. يهتمني أصدقائي بأنني أصبحت مفتوناً بالإنترنت.
12. أشعر بالتعاسة عندما تمنعني الظروف من استخدام الإنترنت.
13. لقد فشلت في العديد من المحاولات لتقصير فترات استخدام الإنترنت.
14. تسبب قراري بالتوقف عن استخدام الإنترنت في الشعور بالضيق وعدم السعادة.
15. أشعر أن الوقت يمر بسرعة عندما أكون متصلاً بالإنترنت.
16. أقترض بعض المال لتغطية رسوم خدمة الإنترنت.
17. عندما أستيقظ ، فإن أول شيء أفعله هو الاتصال بالإنترنت.
18. يساعدني الإنترنت على نسيان مشاكلي وتقليل الضغط علي.
19. يمكنني أداء واجبي المنزلي اليومي من خلال المشاركة على وسائل التواصل الاجتماعي.
20. لا أشعر بذلك طوال اليوم إذا لم أقضي بعض الوقت على الإنترنت.

21. على الرغم من أن والدي قد عاقبني لتوقي عن استخدام الإنترنت ، إلا أنني متحمس أكثر فأكثر لمواصلة استخدامه.
22. أنا مهتم جداً بالوصول إلى المواقع الجنسية بسبب المتعة التي توفرها عند مشاهدتها.
23. أشعر بالحرص على الاتصال بالإنترنت عندما أعود إلى المنزل.
24. عندما أغادر منزلي ، أبقى متصلاً بالإنترنت حتى اللحظة الأخيرة التي أخرج فيها.
25. لا أفكر في أي شيء سوى الإنترنت عندما أكون متصلاً به.
26. أشعر بسعادة أكبر عندما أستخدم الإنترنت.
27. أشعر بالوحدة والعزلة عندما تمنعني الظروف من استخدام الإنترنت.
28. أعاني من اضطراب في النوم بسبب اتصالي المستمر بالإنترنت.
29. انخفضت مهاراتي في القراءة والكتابة مع استمراري في استخدام الإنترنت.
30. لقد انشغلت في الإنترنت لدرجة أنني نسيت أن أنام.
31. أشعر بإجهاد في العين بعد قضاء ساعات طويلة أمام شاشة الكمبيوتر.
32. الإنترنت يجعلني أشعر بأنني شخص عظيم ومهم.
33. أقوم بتنزيل الصور الجنسية من الإنترنت إلى جهاز الكمبيوتر الخاص بي.
34. أعتقد أن الإنترنت مهم جداً في حياتي الشخصية.

Appendix C

List of Experts

No.	Name	Place of Work
1	Dr. Mohammad Marie	An-Najah national university
2	Dr. Amjad Abu Jidi	Canada
3	Dr. Fayez Mahamid	An-Najah national university
4	Dr. Dinnes Zail	An-Najah national university

Appendix D

Tables

Table 11

Means, Standard Deviations to Show the Level of Putting into perspective among the Adolescents in Descending Order

<i>No</i>	<i>paragraph</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>rank</i>	<i>level</i>
34	I tell myself that there are worse things in life.	3.45	0.85	1	Medium
7	I often think that what I have experienced is much worse than what others have experienced.	3.29	0.60	2	Medium
16	I think that other people go through much worse experiences.	3.22	0.73	3	Medium
25	I think that it hasn't been too bad compared to other things.	3.21	0.79	4	Medium
<i>Total</i>		3.29	0.52		Medium

Table 12

Means, Standard Deviations to Show the Level of Catastrophizing among the Adolescents in Descending Order

<i>No</i>	<i>paragraph</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>rank</i>	<i>level</i>
35	I continually think how horrible the situation has been	3.46	0.85	1	Medium
8	I often think that what I have experienced is much worse than what others have experienced.	3.27	0.59	2	Medium
17	I keep thinking about how terrible it is what I have experienced.	3.20	0.74	3	Medium

26	I often think that what I have experienced is the worst that can happen to a person.	3.18	0.77	4	Medium
<i>Total</i>		3.28	0.51		Medium

Table 13

Means, Standard Deviations to Show the Level of Other-blame among the Adolescents in Descending Order

<i>No</i>	<i>paragraph</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>rank</i>	<i>level</i>
36	I feel that basically the cause lies with others.	3.46	0.84	1	Medium
9	I feel that I am the one who is responsible for what has happened.	3.29	0.59	2	Medium
18	I feel that others are responsible for what has happened.	3.22	0.76	3	Medium
27	I think about the mistakes others have made in this matter.	3.20	0.78	4	Medium
<i>Total</i>		3.29	0.52		Medium

Table 14

Means, Standard Deviations to Show the Level of Pathological usage social media among Arab adolescence

<i>No</i>	<i>paragraph</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>rank</i>	<i>level</i>
35	I think that internet is very important in my personal life.	3.65	0.95	1	Medium
4	when disabled at home I seek to find internet connection from any source	3.62	0.62	2	Medium
10	I feel the internet is like water and air for me.	3.62	0.93	2	Medium
32	I feel eye strain after spending	3.60	0.92	4	Medium

	long hours in front of a computer screen.				
33	The Internet makes me feel like a great and important person.	3.57	0.91	5	Medium
34	I download sexual photos from the internet to my computer.	3.57	0.90	5	Medium
1	I think that internet is very important in my personal life.	3.53	0.60	7	Medium
28	I feel lonely and isolated when circumstances keep me from using the Internet.	3.49	0.97	8	Medium
23	I am very interested in accessing sexual sites because of the pleasure they provide when viewing them.	3.46	0.98	9	Medium
24	I feel anxious to go online when I go home.	3.46	0.97	9	Medium
22	Although I have been punished by my father for stopping using the Internet, I am more and more eager to continue using it.	3.45	1.00	11	Medium
25	When I leave my home, I stay online until the last minute I go out.	3.43	0.95	12	Medium
11	I use the internet when I'm avoiding doing things that I don't like.	3.42	0.95	13	Medium
12	My friends accuse me of becoming captivated by the	3.42	0.96	13	Medium

	Internet.				
8	I am late in submitting my homework because I spend a long time online.	3.40	0.70	15	Medium
9	Internet bill charges increased more than expected.	3.39	0.70	16	Medium
7	When I tried to stop using the Internet for a period of time, I failed to do so, and I returned to using it more.	3.38	0.71	17	Medium
26	I don't think of anything but the internet when I'm connected to it.	3.38	0.92	17	Medium
16	I feel like time flies by when I'm online.	3.37	0.87	19	Medium
27	I feel happier when I go online.	3.37	0.93	19	Medium
6	when I tried to avoid using the	3.35	0.68	21	Medium
18	When I wake up the first thing I do is get online.	3.35	0.86	21	Medium
5	I lost many friends due to my excessive internet use.	3.34	0.67	23	Medium
31	I get so caught up in the internet that I forget to sleep.	3.34	0.99	23	Medium
15	My decision to stop using the internet caused me to feel very upset and unhappy.	3.33	0.84	25	Medium
17	I borrow some money to cover internet service charges.	3.31	0.84	26	Medium
14	I have failed in many attempts to	3.30	0.85	27	Medium

	shorten my periods of internet use.				
29	I suffer from sleep disturbance due to my constant internet connection.	3.30	1.04	27	Medium
30	My reading and writing skills decreased as I continued to use the Internet.	3.24	0.98	29	Medium
19	The internet helps me to forget about my problems and reduce the pressure on me.	3.22	1.18	30	Medium
20	I can do my daily homework by sharing on social media.	3.22	1.17	30	Medium
21	I don't feel like it all day long if I don't spend some time online.	3.21	1.16	32	Medium
2	I feel more relaxed & free when I am connected to the internet	2.89	1.12	33	Medium
3	my parents complain for my excessive use of the internet	2.83	1.07	34	Medium
13	I feel miserable when circumstances prevent me from using the internet.	2.72	1.29	35	Medium
<i>Total</i>		3.36	0.53		Medium

Table 15*Pearson Correlation Coefficient test*

	Pathological
	.706**
Self_Blame	.000
	368
	.742**
Acceptance	.000
	368
	.741**
Rumination	.000
	368
	.805**
Positive_refocusing	.000
	368
	.825**
Refocus_on_planning	.000
	368
	.866**
Positive_reappraisal	.000
	368
	.883**
Putting_into_perspective	.000
	368
	.844**
Catastrophizing	.000
	368
	.865**
Other_blame	.000
	368
	.914**
Total	.000
	368

**: significant at level of (0.01)

Table 16

Multiple Regression to show the Predicting value of emotional-Regulation in pathological usage social media among Arab adolescence

Model	U-C		S-C	t	Sig.
	B	Std. Error	Beta		
(Constant)	.271	.057		4.782	.000
Self_Blame	.089	.021	.097	4.186	.000*
Acceptance	.188	.157	.235	1.199	.231
Rumination	.417	.161	.516	2.599	.010*
1 Positive_refocusing	.113	.026	.133	4.415	.000*
Refocus_on_planning	.890	.088	.845	10.110	.000*
Positive_reappraisal	.441	.159	.420	2.769	.006*
Putting_into_perspective	1.130	.150	1.091	7.549	.000*
Catastrophizing	1.083	.121	1.031	8.936	.000*
Other_blame	.925	.095	.894	9.784	.000*

*: significant at level of (0.05).

Table 17

Independent Sample T-Test to Show the Variance in the Level of Pathological Usage Social Media among Arab Adolescence Attributed To the Gender

Source	Participant-Gender	N	Mean	Standard Deviation	(t)	Sig
Pathological usage social media among Arab adolescence	Male	167	3.38	0.54	0.723	0.470
	Female	201	3.34	0.53		

Table 18

Independent Sample T-Test to Show the Variance in the Level of Pathological Usage social media among Arab Adolescence Attributed to the Age

	Age	N	Mean	Standard Deviation	t value	Sig
Pathological usage social media among Arab adolescence	12-14 years	82	3.36	0.47	-0.049	0.961
	15-16 years	180	3.37	0.53		

Table 19

the level of Pathological usage social media among Arab adolescence attributed to the daily hours on social media

	N	Mean	Std. Deviation
less than 1 hour	52	3.34	0.54
1-3 hours	50	3.35	0.54
3-6 hours	254	3.36	0.53
more than 6 hours	12	3.40	0.67
Total	368	3.36	0.53

Table 20

One-Way-ANOVA test to show the variance in Pathological usage social media among Arab adolescence attributed to the daily hours on social media

		Sum of Squares	df	Mean Square	F	Sig.
Pathological usage social media	Between Groups	.048	3	.016	.056	.983
	Within Groups	104.500	364	.287		
	Total	104.548	367			

Table 21

(I-S) T-Test to Show the Variance in the Level of Pathological Usage Social Media among Arab Adolescence Attributed To the Family Income

Source	Family Income	N	Mean	Standard Deviation	t value	Sig
Pathological usage social media among Arab adolescence	5000 - 8000	134	3.33	0.50	-0.651	0.366
	More than 8000	234	3.37	0.55		



جامعة النجاح الوطنية
كلية الدراسات العليا

القيمة التنبؤية للتنظيم العاطفي في الاستخدام المرضي لمواقع
التواصل الاجتماعي لدى المراهقين الفلسطينيين في المجتمعات
العربية

إعداد

أيمن محمود شداينة

إشراف

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قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في علم النفس الإكلينيكي، من كلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس - فلسطين.

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القيمة التنبؤية للتنظيم العاطفي في الاستخدام المرضي لمواقع التواصل الاجتماعي لدى المراهقين الفلسطينيين في المجتمعات العربية

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الملخص

المقدمة: انتشرت وسائل التواصل الاجتماعي بشكل كبير جداً، وأصبح الاستخدام متداول لدى الكثير من الأفراد داخل المجتمع الفلسطيني، ومن الملاحظ أن الفئة الأكثر استخداماً لوسائل التواصل الاجتماعي هم المراهقين، وقد يصل ذلك الاستخدام إلى حد الاستخدام المرضي، أو الادمان، ويكون ذلك نابعاً من اختلاف في مستوى التنظيم العاطفي لدى المراهقين.

الهدف: هدفت هذه الدراسة التعرف إلى القيمة التنبؤية للتنظيم العاطفي في الاستخدام المرضي لمواقع التواصل الاجتماعي لدى المراهقين الفلسطينيين في المجتمعات العربية، واستخدمت الدراسة المنهج الوصفي التحليلي لملاءمته أغراض الدراسة الحالية، وتم اختيار عينة الدراسة بالطريقة العشوائية البسيطة من مدرستين في منطقة إكسال ويبلغ عدد طلابها (383) طالباً في المرحلتين الإعدادية والثانوية.

طرق البحث (المنهجية) استخدمت الدراسة المنهج الوصفي التحليلي لملاءمته أغراض الدراسة ذات العلاقة بالقيمة التنبؤية للتنظيم العاطفي في الاستخدام المرضي لمواقع التواصل الاجتماعي لدى المراهقين الفلسطينيين في المجتمعات العربية.

النتائج النهائية: أظهرت نتائج الدراسة أن مستوى مقياس التنظيم العاطفي بأبعاده (اللوم الذاتي، الوضع في المنظور، اللوم الآخر، إعادة التقييم الإيجابي، الكارثة، إعادة التركيز على التخطيط، إعادة التركيز

الإيجابي، القبول والتفكير (لدى المراهقين، من ناحية أخرى، تبين أن الاستخدام المرضي لمواقع التواصل الاجتماعي لدى الطلبة المراهقين العرب كان في المستوى المتوسط.

وأظهرت نتائج الدراسة وجود ايجابية علاقة ذات دلالة إحصائية بين التنظيم العاطفي بأبعاده) اللوم الذاتي، القبول، الاجترار، إعادة التركيز الإيجابي، إعادة التركيز على التخطيط، إعادة التقييم الإيجابي، الوضع في المنظور، التهويل، اللوم الآخر، الدرجة الكلية (والاستخدام المرضي لمواقع التواصل الاجتماعي لدى الطلبة المراهقين العرب، وقد تنبأ كل من) اللوم الذاتي، الاجترار، إعادة التركيز الإيجابي، إعادة التركيز على التخطيط، إعادة التقييم الإيجابي، الوضع في المنظور، التهويل واللوم الآخر (في الاستخدام المرضي لمواقع التواصل الاجتماعي لدى المراهقين العرب.

وتبين من خلال النتائج عدم وجود فروق ذات دلالة إحصائية في مستوى الاستخدام المرضي لمواقع التواصل الاجتماعي لدى الطلبة المراهقين العرب يعزى إلى الجنس والعمر والساعات اليومية لاستخدام مواقع التواصل الاجتماعي ودخل الأسرة.

ومن هنا يتم استنتاج أن التنظيم العاطفي يتنبأ في الاستخدام المرضي لمواقع التواصل الاجتماعي لدى المراهقين الفلسطينيين في المجتمعات العربية، وكان هذا الاستخدام يتساوى إلى حد كبير بين المراهقين باختلاف جنسهم وعمرهم، والساعات اليومية لاستخدام مواقع التواصل الاجتماعي، وباختلاف دخل الأسرة. وفي ضوء النتائج، أوصت الدراسة بضرورة تفعيل دور المؤسسات التعليمية ووسائل الإعلام من خلال زيادة الوعي والاهتمام باستخدام استراتيجيات التنظيم العاطفي في مختلف المواقف الحياتية، وضرورة عقد ورشات عمل وندوات للطلبة المراهقين لتحسين مستوى التنظيم العاطفي لهم.

الكلمات المفتاحية: التنبؤ، التنظيم العاطفي، الاستخدام المرضي، مواقع التواصل الاجتماعي، المراهقة.