



## Research Article

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# The Negative Effects of Smart Phones on the Jordanian Children from the Perspective of Parents

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DOI: <https://doi.org/10.36941/jesr-2020-0095>

## Abstract

*The study entitled "The Negative Effects of Smart Phones on the Jordanian Children from the Perspective of Parents" seeks to answer the following general question: What is the impact of using a smartphone on the socialization of Jordanian children from the perspective of parents? The descriptive study aimed to know the impact of using the smartphone on the socialization of the child and the nature of the values and behaviors acquired by the child as a result of using the smartphone. The researcher relied on the tools of scientific observation without the participation or a questionnaire was distributed on a sample estimated (300) parents, using the intentional sample of parents, in Amman; the researcher has reached the following results: 66% of children always use a smartphone, 36% of children started their interest in the smartphone from 3 to 5 years, 52% of children take half an hour to an hour using a smartphone, 34% of children use a smartphone depending on the circumstances, 39.33% of the children had a poor concentration after using the smartphone, 53.33% adopt negative behaviors as a result of using their smartphone, 48.66% of children become interacting with others after using the smartphone, 56.66% of children have diseases after they used a smartphone, including autism. The study recommends: The need to activate the role of social institutions, especially the family through the protection of children from programs, videos and applications and awareness of the seriousness of what is provided in the smartphone, parents were keen to establish good social habits that contribute to the formation of the child's personality, as well as the development of an accurate and structured program for children on the hours and times of their use of the smartphone so as not to affect their school hours.*

**Keywords:** Smart Phones, Children, social habits, positive values

## 1. Introduction

Today, we live in an age of technological evolution that has different expressions and nomenclature to describe it, these include the era of the global technical revolution, the era of information technology and technical explosion, this revolution contributed to the emergence of many achievements and inventions, including mobile phone, which has undergone many developments, down to being a smart phone (Al-Sabawi, 2006).

Smartphones have control a big part of our lives, and take up a lot of our time, scattered everywhere, in cities, villages, streets, high mountains and in all corners of our homes, the result of this deployment, the world is witnessing development in the telecommunications sector, every

passing day a new invention, new applications and constant developments in communication devices are born which is today considered an important factor for many in their daily lives (Ahnieh, 2017).

In an era when information and communication technology has become the true proof of the advancement of infinite technology, which allowed the provision of many services in various fields, and exchange of information where today it is considered one of the most important outlets to communicate with others, which led to drift to the use of the means of communication and the media excessively (intact, 2015).

The name "Web" appears to be an accurate description, it shows the status of Internet users, and its impact on them, many people fall into endless nets, and driven to rely on it almost completely, and feel eager while they are disconnected from the internet, and try to break free from their responsibilities in order to spend more time browsing, thus, the individual loses his independence and becomes a slave to the Internet, which controls all the activities of his life (Arnott, 2007).

No sane person denies that smart phones are now playing a big role in people's lives, it has become a means of social communication, entertainment and knowledge, and as a result it has spread among children and teenagers remarkably, and their time with these devices has increased, prompting many specialists and guardians to sound the alarm about the negative effects of this use (Najjar, 2014).

Many children spend long hours on smartphones and tablets to the point of being addictive, so that getting them away from it becomes an increasingly difficult issue, while statistics show that 20 percent of parents don't monitor what their kids are browsing online, according to the survey, parents are unaware of the risks to children while using tablets and smartphones to surf the Internet without censorship (Dwikat, 2016).

At the same time, other parents are worried about their children's increased use of smartphones and their access to websites and download games, as well as the use of cameras and communicate with others via social networking sites.

Keeping children safe while using the Internet is a daunting task, especially when these children are out of sight of parents, and the task becomes even more difficult when parents want to know what children are doing (Dwikat, 2016).

Therefore, children's use of digital devices throughout the day leads to a decline in health safety standards such as completing homework, completing tasks, paying attention to learning and keeping calm in the face of challenges. This is what made a generation of zombies in the era of smart technology (AL-Hassi, 2017).

This study attempts to determine the impact of smart phones on children from the perspective of their parents by answering the questionnaire.

In an era when information and communication technology has become the true proof of the advancement of infinite technology, which allowed the provision of many services in various fields, and exchange of information where today it is considered one of the most important outlets to It can be difficult for parents to monitor their children's online activity, especially while their youngsters are out of sight ability to play games, download media, and connect with friends and family in new ways.

It can be difficult for parents to monitor their children's online activity, especially while their youngsters are out of sight, when parents also want to keep tabs on their kids' activities, it's a monumental challenge (Dwikat, 2016).

Therefore, children's use of digital devices throughout the day leads to a decline in health safety standards such as completing homework, completing tasks, paying attention to learning and keeping calm in the face of challenges. This is what made a generation of zombies in the era of smart technology (AL-Hassi, 2017).

The purpose of this survey is to get a sense of how smart phones are affecting kids in the eyes of their parents.

### 1.1 Research problem

A number of issues with kids and cellphones have been noticed from either first-hand experience or the analysis of existing research and literature. Mothers may put their children for hours at a time in front of the phone screen because it gives them a sense of satisfaction to see their child master a device that some adults and others who aren't interested in technology can't handle, to find herself ample to work and relax away from disturbing her child, and the father may not notice the extent of his child's attachment to that device, because of his work, ignoring the psychological, social, educational, and even health damage to the lives of their children and their future.

By reviewing and reading Arab and foreign studies on the problem of children using smart phones, identify its negative effects on the child's social, health and behavioral life and the problems that he / she may suffer with his surroundings.

### 1.2 Research importance

The study is very important because of the topic that it dealing with, and it is the subject of excessive use of technology, which has become a concern for many groups of society and its negative effects on children in particular. For this issue there is an additional importance due to its modernity and the lack of scientific research treatments.

### 1.3 Theoretical importance

1. Identify the negative effects of the use of smart phones on children, which can cause long-term problems on their social, behavioral, health and scientific life.
2. This study contributes to the attention of parents, authorities and institutions concerned with the upbringing of children. To the need for limitations to the use of children for smart devices to the need for limitations to the use of children for smart devices.

### 1.4 Applied importance

1. Contribute to the creation of a viable environment for the education of the new generation, by providing research to the bodies concerned with children and their upbringing.
2. Students of elementary and special education sciences may benefit from the research.
3. The search results may provide a reference to other research in the same context.

### 1.5 Research goals

1. Detect the impact of smart devices on children.
2. Determine whether or not mothers in the towns of Jaba and Bathan in the northern West Bank are aware of the consequences of gadget use on their children.
3. Direct parents to monitor what their kids are watching, in addition to educating them about the harmful use of phones to the scientific and social lives of their children, and parents will be able to set a time or number of hours of viewing. And control the quality of content that their children are exposed to.

## 2. Previous Studies

### 2.1 Shaheen study (2014) entitled: "The role of smart devices in family disintegration and juvenile delinquency"

This research set out to determine how smart gadgets contribute to the breakdown of families across social, psychological, and religious lines, as well as how they affect young people in terms of moral compromise and the commission of offenses. Descriptive statistical analysis was performed for this investigation. For the 2014–2015 school year, the Spring Foundation for the Rehabilitation of Juveniles in Gaza used a sample of fifty (50) psychologists and social workers, as well as people with disabilities, broken families, and youth. The research found that smart devices contribute to a decline in spouses' accountability to one another and their families.

The purpose of Al-(2006) Sabawi's study, which used a sample of (150) people, was to uncover the most significant social consequences of mobile phones, whether these effects are positive or bad. The questionnaire was used to collect data via the social survey methodology with a sample approach. Both good and negative outcomes associated with mobile use were uncovered by the analysis

### 2.2 A study (Al-Ammar 2014) entitled: Internet addiction and its relationship with some variables among students of Damascus University - Daraa Branch.

The purpose of this research was to establish criteria for identifying Internet dependence among Damascus University students. Factors such as sex (male and female), occupation, education, salary, and hours worked Put your feet up and visit some of your preferred online destinations. A descriptive and analytical strategy has been taken. A total of 674 students from various educational institutions were selected at random, and their distribution followed a normal distribution. The results were:

1. Addiction to the Internet does not correlate with poor performance in school.
2. Addiction to the Internet and the state of the economy had a strong positive association.
3. When it comes to Internet addiction, men and women do not differ in any statistically significant ways.
4. Students in the arts are less likely to become addicted to the internet than those in the other four majors (education, rights, science, and economics). Nonetheless, there is no substantial difference in internet addiction attributed to the major.
5. A temperature of 2.78 degrees was averaged for each day spent in front of a computer network.
6. The percentage of users that visited a social media site was significantly higher than any other category of site.

### 2.3 Al-Jamal Study (2014), entitled: "The Negative Effects of Smartphones on Student Behaviors from the Perspective of Educational Advisors and Principals in Southern Hebron"

The researchers in this study wanted to hear from school administrators and guidance counselors in southern Hebron about how students' use of smart phones has affected their behavior in the classroom. The study used the descriptive analytical method. A questionnaire consisting of (20) items was distributed on four sides, and the sample size was (54.2%).

Among the most important results of the study are the following:

1. Counselors and principals in southern Hebron have noticed a disturbing trend in student behavior since the introduction of smart phones.
2. Furthermore, from the perspective of counselors and principals in southern Hebron, there were no statistically significant differences discovered between the detrimental effects of smart phones on students' behavior.

2.4 Abu al-Rab and al-Qusairi's study (2014) entitled: "Behavioral problems caused by the use of smartphones by children from the perspective of parents in light of some variables"

The purpose of this research was to examine, from the perspective of parents, the relationship between children's smartphone use and negative behavioral outcomes. A total of 112 parents of school-aged children participated in the study. After analyzing responses to a questionnaire designed to achieve the study's objectives along three dimensions (social, psychological, and educational), researchers found that participants' most common behavioral problems were social issues, followed by behavioral issues, and then psychological issues. It was also discovered that males are more likely to experience behavioral issues related to their use of smart phones, noting that there are age-related disparities favoring the age group (2-18) years, in the number of hours of use for the category (1-3) hours and (more than 3 hours), and a set of suggestions based on the results of the study targeted at eliminating these issues.

2.5 Divan study 2012: The effect of cellular devices on the appearance of behavioral problems in a sample of children.

The purpose of this research was to determine whether or not the use of mobile devices contributed to the development of behavioral issues. Seven-year-olds were used in the research. Thirty-two thousand kids made up the study's sample, and their mothers filled out a questionnaire designed for the purpose of the research. The study found a correlation between children's use of cellular devices and the development of a variety of behavioral issues, including agitation, hyperactivity, inattention, and hyperactivity, these issues are exacerbated when kids start using cell phones at a young age.

### 3. Methodology

#### 3.1 Socio-demographic characteristics of the study sample

This theme deals with the characteristics of the respondents, which are presented in tables 1 to 4

**Table 1:** Shows the gender variable of the sample

Gender	Repetition	Ration
Male	140	%46.66
Female	160	%53.33
Total	300	%99.33

By reading the above table, which represents the gender of the respondents, we find that 160 individuals, and by (53.33%) of them are female, The equivalent of 140 individuals, and by (46.66%) males, hence the proportion of females (mothers) is high compared to males (parents) and this is due to the fact that mothers are closest to their children compared to parents and this is the result of parents' preoccupations where they are often away from home.

**Table 2:** Represents the educational level

Educational level	Repetition	Ratio
Basic stage	14	4.66%
Secondary	60	20%
Tawjihi	66	22%
Diploma	80	26.66%
Bachelor	80	26.66%
Master degree	300	100%

We can see from the table that the ratio of (26.66%) brought together bachelor and master, which is the largest proportion, followed by an average of (22%), and not much different from the (20%) for the secondary level, finally, (4.66%) for the basic level, this confirms to us and says that the study sample of the educational level at a level between bachelor and master, which drives it to pay attention to modern technology.

**Table 3:** Represents the standard of living

Standard of living	Repetition	Ratio
Weak	34	11.33%
Medium	198	66%
Good	68	22.66%
<b>Total</b>	<b>300</b>	<b>100%</b>

By reading the above table, which represents income or standard of living, it is clear that the majority of families or parents have an average economic level, representing (66%). As for the parents with good income was (22.66%), followed by (11.33%) for low-performing parents. It turns out that this variable was chosen in order to find out which category most adopt smartphones in terms of income level or economic level, thus we conclude that the standard of living in the Arab world is average over the next twenty years, agriculture first of all requires that it produce enough food for the population in terms of governance, quality and standard of living.

**Table 4:** The number of children per household

Number of children	Repetition	Ration
1	12	4%
2	82	27.33%
3	92	30.66%
4	114	38%
<b>Total</b>	<b>300</b>	<b>100</b>

By reading the table above, which represents the number of children within each household, it was found that (38%) represented 4 children, followed by (30.66%) represented by 3 children, as for the presence of two children, the percentage was (27.3%) and lastly (4%), with one child.

The number of children in each household can be linked to the standard of living of the family (economic level). And it may be related to educational level, reproduction also requires logical mental foundations for example, some of them associate it with the economic level, possible to be on the submission of a housing file, the situation requires a large number of children in order to achieve and accept the file and get housing, thus, the less offspring, the greater the interest of parents in their children and fulfilled their demands.

## 4. Results of Study

### 4.1 The child's use of the smartphone:

This theme deals with the habits and patterns of child use of the phone, which are presented in the tables extending from Table 5 to Table 10.

**Table 5:** The child's use of the telephone

Usage	Repetition	Ratio
Always	198	66%
Sometimes	62	20.66%

Usage	Repetition	Ratio
Scarcely	40	13.33%
Total	300	98%

The results of the above table show that (66%) of the respondents confirmed the permanent use of the smart phone by their children. While (20.66%) said their children sometimes use a smart phone, finally, (13.33%) are rare. It turns out that children use the smart phone on a permanent basis because of it contains games and pictures. It arouses the interest of the child, fulfills his desire and strengthens his future personality to become a natural phenomenon accepted by parents in society.

**Table 6:** The child's attention to smart phone

Years	Repetition	Ratio
From 3 to 5 years	108	36%
From 6 to 8 years	114	34%
From 9 to 11 years	78	26%
Total	300	100%

By reading the table above, which represents the age at which the child began to care about the smart phone, it is clear to us that children aged between 3 and 5 years were estimated at (36%) which is the highest percentage, while children aged 6-8 years are estimated at (34%). Children aged between 9 and 11 were estimated at (26%).

It is clear from the above that the child began to take care of the smartphone at an early age and this is due to the availability of this technology (smartphone) at home, which is a way to draw attention in children since childhood because of the content and games in it. And other videos and applications and easy to get.

**Table 7:** The length of time it takes the child to use the phone

Time	Repetition	Ratio
Less than half an hour	90	30%
Half an hour to an hour	158	52.66%
More than two hours	52	17.33%
Total	300	100%

By reading the table above which represents the time it takes a child to use a smartphone, it turns out that the time spent by the child on using the phone from half an hour to an hour was estimated at (52.66%), less than half an hour was 30%, followed by more than two hours and it was estimated at (17.33%).

We can see from the above that the child uses the smartphone from half an hour to an hour due to the failure of parents to monitor their children, some parents, for example, want to get rid of the inconvenience of their children, they resort to their involvement in watching programs on television, or play a particular game, etc.

**Table 8:** Represents periods of child's use of a smartphone

Periods	Repetition	Ratio
Early morning	26	8.66%
Noon	32	10.66%
Evening	70	23.33%
Night	52	17.33%
Depending on the circumstances	102	34%
Total	282	94%

The table shows that (34%) of respondents confirmed that their children use a smart phone according to the circumstances. While (23.33%) indicated that their children use the smart phone in the evening and (17.33%) and (10.33%) use their smart phone at night and at noon and (8.66%) said their children were using a smart phone early in the morning.

It turns out that children use a smartphone according to circumstances more than the rest or the time available, and this shows that they have no particular time to use, whenever they have access to smartphones usage increased, and the lack of use in the morning for children who study because of their preoccupations with the study.

**Table 9:** Shows the days allocated for smartphone use by children

Allocated days	Repetition	Ratio
Week days	118	39.33%
Holidays	182	60.66%
<b>Total</b>	<b>300</b>	<b>100%</b>

By reading the table above which shows the days allocated for the use of the smartphone by children, the rate was (60%), representing the percentage of children using a smartphone on holidays and the percentage of children who use a smartphone on weekdays is (39.33%).

We find that the majority of children use the smartphone on the holidays any time in their spare time and discharge the burden of study for a whole week and we find them resorting to the phone to entertain themselves from an entire week full of study, homework, etc., and children who use the phone on weekdays. Their rate is not much less than the duration of use on holidays and this is what we can associate with what the parents said earlier in the neglect of their children to their duties and abandon it.

**Table 10:** Shows with whom the child uses the smartphone

With who he uses it	Repetition	Ratio
With parents	140	46.66%
Alone	110	36.66%
With friends	50	16.66%
<b>Total</b>	<b>300</b>	<b>100%</b>

By reading the table above which shows the parents' observation and changes in the behavior of the child due to their use of the smartphone, it is clear that most parents notice changes in their children's behavior accounting for (90%), while (57%) of those who did not notice a change in their children's behavior as a result of using a smartphone, and 90% are due to the popularity of the device itself in the family and children which has become competing with adults in excessive use, this leads to a negative and positive impact on them, which changes some of their behaviors.

#### 4.2 The nature of behaviors acquired by the child:

This theme deals with the nature of behaviors acquired by the child after using the smartphone, which are presented in the tables extending from Table 11 to Table 19.

**Table 11:** Illustrates the nature of the behavior acquired by the child after using the smartphone

Acquired Behaviors	Repetition	Ratio
Isolation and introversion	78	26%
Poor concentration	88	39.33%



Acquired Behaviors	Repetition	Ratio
Late in talking	60	20%
Aggressive	58	14%
Others	16	5.33%
Total	300	100%

By reading the table above it is clear that the child after using the smartphone. Became weakly focused by (29.33%), secluded and folded. the percentage was 26%, the delay of speech was estimated at (20%) followed by aggression by (14%) and the rest was the other little.

We have learned from the foregoing that the seating of children using a smartphone makes the child weak focus, secluded and folded and this is due to his addiction and continued use throughout his return from school or otherwise, as well as aggression that may be inside the house or outside his actions towards others.

**Table 12:** Parents' satisfaction or otherwise on their child's use of a smartphone

Are you satisfied	Repetition	Ratio
Yes	108	36%
No	192	64%
Total	300	100%

By reading the above table, which shows whether or not parents are satisfied with their children's use of the smart phone, (64%) represents the parents' lack of conviction and satisfaction with their children's use of the smart phone, compared to (36%) representing parents who are satisfied with their children's use of the smart phone.

Parents' dissatisfaction may be based on convincing arguments against their children's use of a smart phone. Which can be more negative than positive, here; dissatisfaction can be traced back to the educational level. Parents can be illiterate i.e. not aware of the pros and cons of a smart phone and its applications, unlike parents with a high level of education, the idea of the phone and use by the child is different from the uneducated.

**Table 13:** The nature of the child's behavior

Nature of behaviors	Repetition	Ratio
Negative	160	53.33%
Positive	138	46%
Total	298	99.33%

By reading the table above which represents the nature of behaviors, it is clear that the negative behaviors acquired by the child by using the smart phone was estimated at (53.33%) and positive by (46%), from the above, we find that the nature of behaviors acquired by the child as a result of his use of the smart phone is negative and this is due to the nature of use itself by the child, in facilities and topics are not beneficial.

**Table 14:** Illustrates the positive behaviors that a child may adopt as a result of using a smartphone

Positive behaviors	Repetition	Ratio
Interact with others	146	48.66%
Frequent activity	60	20%
Discipline and calm	48	16%
Acquiring learning skills (talk)	46	15.33%
Total	300	100%

By reading the table above which represents the nature of the child's positive behaviors as a result of using the smart phone, it is clear to us that the child became interacting with others and was estimated at (48.66%), much activity was (20%), quiet and disciplined by (16%), and the behavior of skills acquisition was like learning by (15.33%).

From all of the above, we find that the interaction of the child with others due to the phone opens the child's wide horizons for learning and to learn about the cultures of others, and generates a love of research and reconnaissance and gain speed skills and strengthen his mind and this makes him active and vital and calm.

**Table 15:** Shows if the child's use of the smartphone has caused a problem to him

A problem	Repetition	Ratio
No	130	43.33%
Yes	170	56.66%
<b>Total</b>	<b>300</b>	<b>100%</b>

By reading the table above which shows if the child's use of the smartphone has caused a problem or if it has created a problem for him / her, the answer was yes. May cause (56.66%) of problems for children, and the answer is offset by a blame of (43.33%).

Most of the parents reported that the smart phone caused problems for their children and this may be caused by permanent or excessive use among the diseases that reported autism, delayed speech, isolation, etc.

Diseases are not easy to treat, all this is due to the guardians of not monitoring the giving of the smartphone under the pretext of preoccupation or silence.

**Table 16:** Parents' monitoring of their children while using smart phones

Monitoring	Repetition	Ratio
Always	90	30%
Sometimes	114	38%
Never	78	26%
<b>Total</b>	<b>300</b>	<b>100%</b>

By reading the table above, which is the parent monitoring of children while using the smartphone, it is clear that most parents monitor their children while using the smartphone sometimes and it is estimated at (38%), while we note that there are parents who are constantly monitoring their children and it was estimated at (30%), and the latter shows that those who watch their children rarely account for (26%).

From the above we reach that parents are monitoring their children while they use the smartphone sometimes this is due to busy parents work or lack of awareness of the negatives and risks of the phone or, they may monitor their children while using the phone, realize the effects and negative points involved in the misuse of the phone.

**Table 17:** Shows the child's reaction while preventing him from using the phone

Reaction	Repetition	Ratio
Crying	76	25.33%
Screaming	34	11.33%
Fracturing	6	2%
Noise	26	8.66%
Protest	80	26.66%

Reaction	Repetition	Ratio
Stealing the Phone	28	9.33%
Using another phone	50	16.66%
Total	300	100%

By reading the table above, which represents the reaction of the child while preventing him from using the smartphone; it shows us that accounted for (26.66%) was the reaction of the kids. By protesting on the phone, followed by (25.66%) their reaction is crying, of the children who reacted by resorting to another phone, the percentage was estimated at 16.66%. This is followed by (11.33%) of children who shout if you remove the phone from them, and the rate was (9.33%) for children who steal the phone stealthily, then it was followed by (8.66%). Children who make noise when you remove the smartphone from them, finally, cracking comes as a reaction of children by (2%).

From this we find that children vary and proportions vary from one child to another. Protest is the first reaction of children in order to express their anger about the removal of the smartphone from them, each of them a way to express his anger or the like or the opposite, and this is because they are accustomed to a particular print that is difficult to give up easily.

**Table 18:** Parents' fear of using a smartphone

Feeling scared	Repetition	Ratio
Yes	204	68%
No	96	32%
Total	300	100%

Reading the table above, which shows the parents' fear because of the child's use of the smart phone; it is clear that parents are afraid of their children using the smart phone, where the rate was estimated at (68%), and the percentage of those who do not have any fear of (32%).

From the above we conclude that parents have fear of using their children for a smart phone, and this is due to the fact that it is a double-edged sword that has its advantages as well as some negative aspects. When dealt with negatively and for fear of negative use and excessive because it will open to the child a worldwide it is not commensurate with the size of the responsibility felt and the damage it affects on the psychological, social and health side.

**Table 19:** The parents' fear about their children using their smartphone

Options	Repetition	Ratio
Neglecting the study	144	48%
Eye damage	116	38.66%
Addiction	40	13.33%
Total	300	100%

By reading the table above, it is clear that parents are afraid Because of the child's use of the smartphone; this is due to the impact of the smartphone neglecting children to study, which was estimated at (48%) and damage to the eyes by 38.66%, and addiction to the smartphone by (13.33%).

We conclude from the above that parents fear of the smartphone because of the neglect of the study and damage to the eyes due to the small size of the screen and they try to get the phone closer to the eye as much as possible to play and read the content. This causes fatigue to the eye and to keep it for a long time in a concentrated area.

4.3 The nature of the acquired values

In this axis we look at the negative and positive values acquired by the child, which are presented in the tables extending from Table 20 to Table 24.

**Table 20:** The values that the child acquires between positive and negative

Positive values	Repetition	Ratio
Yes	208	69.33%
No	92	30.66%
<b>Total</b>	<b>300</b>	<b>100%</b>

By reading the table above which shows the child has gained some positive values as a result of using the smartphone, respondents asserted that their children have positive values of (69.33%), while the opposite is (30.66%). This is because the smartphone offers positive values and habits that the child tries to imitate through the games he plays through this smartphone. For example, the game of football, which shows the values associated with football games, namely, beware of (competing players) and sacrifice for the team and perseverance, as well as systems of play, and intelligence and adaptation in dealing with various new play situations.

**Table 21:** Shows that a smartphone can be considered as a catalyst in influencing a set of positive values in a child

Positive values	Repetition	Ratio
Yes	188	62.66%
No	112	37.33%
<b>Total</b>	<b>300</b>	<b>100%</b>

It is clear from the table above that the smartphone is a catalyst in instilling positive values in the child, where it was estimated at (62.66%), while the opposite was (37.66%).

From the above, we find that the smartphone is a catalyst in instilling the positive values of the child and this is due to the tremendous technological development that led to the emergence of new institutions that occupied the status of family, school, friends and mosques. One such technology is a smartphone that educates a child on certain values, habits and behaviors.

**Table 22:** Illustrates what excessive and continuous use of a smartphone by a child leads to

Positive values	Repetition	Ratio
Bad manners	100	33.33%
Abandonment of duties	200	66.66%
<b>Total</b>	<b>300</b>	<b>100%</b>

Through our reading of the above table, the sample respondents confirmed that the continuous use of the child's smartphone leads to his negligence in duties and the ratio was estimated at (66.66%). Offset by bad morals and deterioration by (33.33%).

Thus, the continuous use of the child's smartphone makes him excessive in performing and answering it by distracting him and wasting his time and postponing his work by sitting on the phone in things that may be less important than performing his or her duties and this may affect educational attainment for specific years (non-students not involved), as for bad ethics is the result of misuse that leads to wrongdoing. We find that his use of the smartphone opens his eye on things that do not fit with his age and lost the innocence of the child and lives at the age of more than his age.

**Table 23:** The potential of the phone and its advantages as an effective part in the adoption of the child some educational, cultural, and ethical values

Phone as an assistant	Repetition	Ratio
Always	36	12%
Sometimes	240	80%
Never	24	8%
Total	300	100%

Through our reading of the table above, which shows whether the phone that has contributed and helped the child in his adoption of educational, cultural and moral values, the percentage of those who adopt these values is sometimes (80%), this is followed by (12%) who always adopt, and (8%) never adopt any values.

From the above we reach that the most important values, whether educational, cultural, moral, this is due to the roles offered by the smartphone may be educational or ethical, through reincarnation and imitation of what the phone offers, the adoption of these values is through the experiences of the child and experiences experienced during the socialization practiced by many institutions, including the smartphone as a modern technological element.

**Table 24:** Shows the child's practice of imitating what they see through a smartphone

Child resort to imitation	Repetition	Ratio
Always	26	17.33%
Sometimes	103	68.66%
Never	21	14%
Total	150	100%

It is clear from the results of the table that (68.66%) of respondents confirmed that their children's simulate their kids for a smartphone sometimes, while (17.33%) indicated that they are permanent and 14% never and we conclude that children imitate what they see in the smartphone because his mind is not fully developed does not differentiate between what is negative and what is positive and this is what the theory of social learning talked about.

## 5. Findings and Recommendations

### 5.1 Findings

Through the above, the researcher reached the following:

- Parents of children are well aware of the negative effects of their children's use of smartphones.
- From a parent's perspective, the usage of a smart phone can have detrimental impacts on their child's social, health, and behavioral development.
- The smartphone distracts the youngster from his real life and has a negative impact on his development by making him more reclusive and prone to feelings of shyness and neglect.
- When using a phone, one has discomfort and agony in the head and neck.
- The child becomes sedentary and unmotivated as a result of excessive phone use.
- Diseases of all kinds can be brought on by excessive smartphone use.
- The kid is trying to copy what he sees on the screen of the phone.
- The kid becomes anxious when they have to leave the phone behind.
- The child has violent and cruel behaviors.
- The kid acts defiant and refuses to do as he or she is told.

- The kid is isolated from his family because he has a smartphone.

## 5.2 Recommendations

- Raise the bar for parental oversight of the media their kids consume.
- Set limits on your child's smartphone usage.
- Teach kids how to properly use smartphones.
- Tell the kids to sit up straight so they don't hurt their necks and heads.
- Rather of relying on his smartphone to keep him occupied, parents should look for other ways to help their child grow and adapt to the world around him.

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