Adolescents and Internet: Effect and Interaction

Applied research on a sample of post-basic education students Oman Sultanate

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Introduction:

The current era witnessed a knowledge and informational revolution in all areas, which is related to advance in computer with its various sciences. The revolution was enhanced by the appearance of the "internet" in eighties of the last century. It obvious since then that the use of internet has developed to cover all areas and interactions of daily and institutional life. It is no longer limited to governmental institutions and agencies, but it also spread over all other institutions and sectors of society. Its advantage has increased when its timing has ultimately freed. The users has become free to choose time and place suitable for them, and there is a wide spread of the well known as "internet café" which has left large impact on the development of usage of internet by adolescents and youth.

It is possible to use the study conducted by Zaki to assert the development of internet spread recently, since he sees that "the internet with its interactions have become a part of daily life for a lot of people. The term "virtual society" is no longer a strange term, but it is now a well-known term not only at the scientific analysis level, but also at the interactional level among the internet users (Zaki, 2012, p. 2).

The internet should not be looked at as something of advantages and benefits only, it is expected – as a tool of globalization- that it implies and leads to the spread of negatives especially in some third world's societies, and the Islamic and Arab societies. There is a consensus between many researchers that contemporary communication technology, especially the internet, has opened a new era of communication and interaction among human beings, the availability of information and knowledge. Hence, on the other hand, there are negative impacts of the extreme use of the internet, at the physical, psychological, and cultural levels(El Osimy, 2010, p. 3) .Accordingly, the interest in academic research related to internet issues in general, and especially, the social networks and the virtual societies' issues, since the appearance of informational space and its production of a lot of virtual groups and communities, and its availability to millions of human beings.

The number of web sites and social communication, their users, and people interacting with them have recently increased. Some important and published statistics in the website of *The World Technology* have pointed out that searching processes in Google alone has reached 1.2 trillion in 2012. As to social networks, the users of *FACEBOOK* in 2012 have

reached about Billion users and 47% of them are women. As to Twitter, the twits have reached 175 million twits daily. As to LinkedIn, the users have reached 200 million users, and users of Google+ are 135 million users now. When talking about the internet and social networks (INT&SNWs), the smart phones cannot be neglected as a kind of media that can easily log on the internet with their different electronic applications. These phones have also supported the social and rapid interaction through social networks and their informational contents; since the users depending on smart phones have reached one Billion subscribers; number of smart phones are now about 1.3 Billion; and 31% of internet users in America are using Electronic readers and tablets (Technology, 2013)..

As to the number of Facebook users in the United States, the website "Statista" shows that for the users of social networks as of December 2014, 23% of internet users in the United States use Twitter, where the percentage is 71% for using the Facebook. In addition, the statistics show that the total Facebook audience in the United States amounted to 156.5 million users. In 2014, U.S. users spent an average of 39 minutes on the social networks every day and the social network has become a part of daily online usage for millions of users(Statista, Number of U.S. Facebook users 2015, by age group, 2015). Statistics of mid 2014 have pointed out that number of users of social networks have increased to be more than 71 million of 135 million of users all around the Arab world (Al Merri, 2014, p. 7).The statistics on the social media in Arab countries as of April 2014 showed also that during the survey period it was found that 91.28 percent of respondents had a Facebook account, then 69.39 had a Google+ account; 95.56% had a YouTube account; 57.3% had a Twitter account; 36.93% had a LinkedIn account, and 21.98% had an Instagram account (Statista, 2015).

I- Research problem:

Theoretical and empirical work has shown that socialization happens during interactions between young people and their environments (e.g., Handel, Cahill, & Elkin, 2007; Levine, 2003; Strayer & Santos, 1996). Bronfenbrenner's ecological systems theory of human development (1979) frames the child inside a series of concentric circles that represent different contexts of socialization. G. Stanley Hall, who characterized young people in this stage as experiencing emotional, behavioral, and physiological upheaval as they experience the biological transition from childhood to adulthood (i.e., puberty), first identified adolescence.(Felkner, 2013) .

Many social and media institutions share the family in socialization. The role of new media has become stronger and more obvious at the positives and negatives level. As referred by Saleh and El-Rawas 2015, there are positive and negative effects of new media on child socialization(Saleh & El-Rawas, 2015).

It would be easy to lay the blame for increased difficulties in this arena on the expanded role of media in children's lives. One set of studies, (Kross et al. *2013*) for example, found that Facebook could reinforce feelings of loneliness even when it is experienced as a source for support and connection. Boyd (sic.) (*2014*) suggests that adolescents live out all of the normal conflicts, anxieties and distresses of this developmental stage in the world of technological communication. Muller (*2000*) and Krystal (*1988*) have suggested that

alexithymia might, like Siegel's emotional confusion, be a part of normal adolescent development(Barth, 2015).

Over the last decade, youth quickly have acquired a proclivity for computers and the Internet, and have benefited greatly from the social and relational benefits that the Web and electronic communication provides (Lenhart, 2011).On the other hand, online social networks have grown from small-scale curiosities to a global phenomenon that is responsible for a significant fraction of overall Internet page views and user engagement. Applications such as Flickr (http://flickr.com), Myspace (http://myspace.com), Facebook (http://facebook.com), and Twitter (http://twitter.com) have changed the medium through which people interact and have initiated a spirited debate about whether the affordances of these online networks will also change the mechanisms by which people interact. As social networks have grown in scale and visibility, academic interest has kept pace.(Kumar, Novak, & Tomkins , 2010).

In fact, Communication technology is…a central fixture within our society and has radically changed individuals' social interactions, learning strategies, and choice of entertainment (Mishna, 2012). Recently the question of the impact of social media on the psyches of current and future generations has been the topic of great interest, but the data is somewhat contradictory as to whether technology has a harmful, helpful or simply neutral impact on contemporary adolescent development (Barth, 2015).

The last few decades have witnessed a dramatic increase in the use of the Internet and an unprecedented proliferation of computer-based technology. Computer technologies and the Internet bring social changes in modern society (Soohyun, 2011, p. 6).

There was remarkable increase in youth users of the internet, especially in communication with peers. We should also refer to that active interaction on the internet can enhance adolescents and adults social networks, but it also can increase the risks of internet addiction(Smahel, David; Brown, B. Bradford; Blinka, Lukas, 2012).

As Brown et al., 1986 reported that the adolescent peer system plays a prominent role in personal and social development by influencing norms and behaviors(Kayo, Peng, & Valente, 2013). It also may lead to many problems such as "internet addiction". The term "Internet addiction" was introduced when such negative outcomes were associated with repetitive, compulsive, and uncontrollable use of the technology(Smahel, David; Brown, B. Bradford; Blinka, Lukas, 2012).

Other terms have been used to describe the same, or very similar phenomena: "pathological Internet use," "problematic Internet use," "Internet addiction disorder," "addictive behavior on/to the Internet," "excessive Internet use," or "Internet dependence"(Caplan, 2010).Usage of the Internet leads both to potential opportunities and potential risks/harm; that the same act can result in both positive and negative outcomes (Duerager, Andrea; Livingstone , Sonia, 2012).

Research shows that social networksactivities lıke chatting and uploading pictures are increasingly replacing previous online activities like; sending e-mails, research and posting queries. Studies in United Nations Online Renewal Magazine (2010) reveal that '…when Africans go online (predominantly with their mobile phones), they spend much of the time on social media platforms (Facebook, Twitter, YouTube and so on). Social networks have grown to become the preferred medium for social, business and political exchange. In politics, the

Arab Spring, which began in 2011 in Tunisia and Egypt, testify to the power of social media as a tool for political change. Churches too have turned to social media to gain more converts through their members' Facebook and Twitter pages. Social networks have also helped to bridge the gap between citizens and political leaders as many presidents, senators and state governors can now be contacted directly via Facebook or Twitter pages. Social networks are indeed radically changing life in Africa and are increasingly becoming popular with the children and youths (Ephraim , 2013, pp. 276-277).

For the reality of INT&SNWs in the Arab World, Mansour T. R. (2012) shows the increase of INT&SNWs use in Jordanian youth; and the Facebook occupies the first rank, then Google+, Blogs, and Twitter, respectively.In addition, there five needs or satisfactions that Jordanian youth meet by using social networks; namely, cognitive, affective/psychological, personal, social needs, and finally, need for escaping from the real world and filling spare time (Mansour T. R., 2012). Nejadat (2012) showed that the motives for using the internet are communication with old and new friends, entertainment, filling spare time, enhancing knowledge, knowing the recent local and international news. The study also revealed that "social communication satisfactions" come at the top of satisfactions list(Nejadat, 2012). The researcher views that the focus by the above study, on the role of internet and social communication webpages in satisfying many of users' necessary needs, implies the importance of this role. Accordingly, it is an issue that needs to be investigated and to identify its negatives and positives in religious, social, cultural, health, economic, and political aspects, etc., and other aspects that are affected by the usage of social networks.

In a study by Mansour about the effects of social networks on their audience, the study showed the extent of impact of social networks on their users; and that the internet users are no longer able to give up the internet. This may be due to that the internet provides them with the news, comprehensive and quick coverage, knowledge, various and useful information, chatting with family, friends, and colleagues, beside to being an open area to exchange opinions and making new virtual friends (Mansour M. , 2012). The above study is useful in asserting that webpages and social networks have become an important part in people life and cannot be given up; they also lead to finding new and various jobs, and help in satisfying the necessary needs.

In terms of the previous review of literature about the central aspects of INT&SNWs and their role in satisfying human needs of adolescents, the significance of the current research is well clarified as to directing the research efforts towards a certain and important age category in the society, namely, the adolescents from post-basic education students. Hence, the significance of the research can stated as to define the mutual interaction andeffect between post-basic education students and the media content of INT&SNWs.

II- Concepts of the Research:

1- Internet: It is also called "the net". It is a wide range computer network that allow for computer, tablet, smart phone or other media users to log into it and to get information from other computers if allowed. The American Ministry of Defense has developed the so called "ARPANET about since about 30 years, but it was not allowed for logging on by ordinary users even after the development of the *World Wide Web* in the beginning of nineties(Basics, 1999).

The internet provides many services, such as, the web, chatting techniques, email, and *files transfer Protocols* (FTP)… etc. The internet today is considered as a phenomenon that has social and cultural impact all over the world. It has led to the alteration of many traditional concepts in a lot of fields such as work, education, and commerce; and the appearance other form of information community (Al Ashi, 2008)**.**

2- Social Network: It can be defined as web pages developed by specialized companies in a way that allow for users to register and form together virtual communities that included a lot of virtual groups with common interests (political, religious, sports or soccer, academic or university, jobs, life interests, and according to age groups,… etc.**).** communication among those human beings are done through chat rooms and other techniques by which people exchange opinions, news, ideas, concepts, photos, video and audio files in different social, economic, cultural, religious, political, sport fields and other life events. **Accordingly, negative or positive adjustment or changes are expected as to ideas, opinions, information, news, attitudes, and behaviors as well.**

3- Adolescence: It is according to **Webster Dictionary** defined as the life stage in which child is grown to be an adult. It is a state or a process of development. It is the period of life when a child develops into an adult**,** It is also defined as:

- The state or process of growing up.
- The period of life from puberty to maturity terminating legally at the age of majority.
- A stage of development (as of a language or culture) prior to maturity. (Merriam-Webster). Hence, this is considered a general definition because it does not include the principles that determine characteristics and qualities of an adolescent.

The importance of knowing the characteristics of adolescents may be due to their large significant number. The world is home to 1.2 billion individuals aged 10–19 years(Unicef, 2011). Although this is a large number, There is currently no standard definition of "adolescent." Although often captured as an age range, chronological age is just one way of defining adolescence. Adolescence can also be defined in numerous other ways, considering such factors as physical, social, and cognitive development as well as age. For example, another definition of adolescence might be the period of time from the onset of puberty until an individual achieves economic independence. What is most important is to consider carefully the needs and capabilities of each adolescent(APA, 2002).The adolescence can divided into three sub-stages:

- **Early Adolescence (approximately 10-14 years of age)**
- **Middle Adolescence (approximately 15-16 years of age)**
- **Late Adolescence (approximately 17-21 years of age)**

According to this categorization, the adolescence is divided into three sub stages. The students of post-basic education- to which this research is applied- are covered under the middle and late adolescence. Accordingly, Sedra Spano (2004) points out that The feelings and behaviors of middle and high school adolescents can be categorized into five broad areas:1.) moving toward independence; 2.) future interests

and cognitive development; 3.) sexuality; 4.) physical changes; and 5.) ethics and self-direction. Specific characteristics of adolescent behavior within each area are described in the following material. Teenagers dovary slightly from the following descriptions, but the feelings and behaviors are, in general, considered typical for each stage of adolescence(Spano, 2004). As adolescence represents one of the important age stages that affects socialization with its important variables, the concept of socialization with its sub concepts will be discussed, since these sub concepts forms the real content of the socialization. These concepts include those related to language, values, identity, and religious practices.

4. Socialization

Socialization is a process through which societies, and groups within them, reproduce themselves, creating new members who are able to participate in the established routines and relationships of social life as well as to effectively adapt to new circumstances (Preves & Mortimer , 2013), Lutfey and Mortimer2003 define socialization as "the process by which individuals acquire social competence by learning the norms, values, beliefs, attitudes, language characteristics, and roles appropriate to their social groups. (Lutfey & Mortimer, 2006)" The socialization is seen as a life-long process in which the individual continuously gains new behaviors that are continuously subjected to adjustment and addition. It is achieved by belonging to different groups in community and includes processes of formation, changing, and learning that a child experiences throughout interactions with individuals, groups and institutions in the society to which he/she belongs(Adnan & Bassam, 2006).

In our view, we define the socialization as a process in which human being can be helped to transform him/herself from being mere biological being to a social and intellectual being who is able to communicate and co-live with other human beings and the environment in which he/she lives.

Socialization as a process includes a set of concepts or major axes that form an part of socialization. These concepts are: *language, identity, values,* and *religious practices.* We will identify each one of them through the following sections.

4-1 Language: Many definitions for language have appeared. One of their oldest and famous one is the definition of "Ibn Genni" in his book "The Characteristics", where he defined the language as "voices that people use to express their purposes" (Ibn Genni, 1952). The language is signs, formulations and grammar rules that are conveyed from generation to another, but they are not concrete actualization because people do not speak rules but speak according to rules (Abdel Aziz, 1990). We should realize that the language in societies is very close to all kinds of social behaviors. This is obvious when one reviews the history and past experiences of any society; or in the direct communication with daily experiences and events; or in work or directing other workers (Sleh, 2010). Language is the first central means

of communication in all society, whether these societies are in their early stages or have experienced wide steps on the road of civilization. Language is the most obvious kind of communicative behavior. It can be defined – in all known cases- that it consists of a full instrument for expression using the voice symbols that are characterized by the ability to identify all known social implications, which include all that can be recognized by senses, that is, all experiences gained by the society throughout its entire history.

4-2 Identity: A simple answer to the question "what is identity?" would be this: It is how one answers the question "who are you?" Or, my identity is how I define who I am. When academic authors offer brief clarification of what they mean by the word, this is often the way they do it ("a person's identity is how the person defines who he or she is" (Fearon, 1999, p. 11).**(for more, see: Hopf 1998, 175**). There are a lot of examples of how to identify the *identity* as a concept. These examples are carefully elicited from politics and international relations. Some examples are as the following:

- *Identity* is "people's concepts of who they are, of what sort of people they are, and how they relate to others"(Hogg, & Abrams, 1988).
- *Identity* is used to describe the way individuals and groups define them-selves and are defined by others on the basis of race, ethnicity, religion, language, and culture" (Deng. , 1995).
- "National *identity* describes that condition in which a mass of people have made the same identification with national symbols – have internalized the symbols of the nation." (Bloom, 1990).

4-3 Values: Important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations(Dictionary.com, 2015). The term 'value' has a meaning in sociology that is both similar to and yet distinct from the meaning assigned to it in everyday speech. In sociological usage, values are group conceptions of the relative desirability of things. Sometimes 'value' means 'price'. But the sociological concept of value is far broader than here neither of the objects being compared can be assigned a price. The idea of deeply held convictions is more illustrative of the sociological concept of value than is the concept of price. In addition, there are four other aspects of the sociological concept of value. They are: (1) values exist at different levels of generality or abstraction; (2) values tend to be hierarchically arranged (3) values are explicit and implicit in varying degrees; and (4) values often are in conflict with one another (Guide.Com, 2015).

In the research of attitudes, the values mean those thoughts that people hold in terms of ethical behavior and constant behavior, wrong and right, desirable and undesirable, in the same direction as the philosophers deal with values as a part of ethics, philosophy of aesthetics, and philosophy of politics (Scott & Marshall, 2011).

Values may be seen as absolutes, as inherent in objects, as present within man, and as identical with his behavior. Absolutes are inaccessible to science. Values in objects cannot be discovered apart from human behavior relating to the objects. Internal states cannot be observed apart from action. Thus, what people do is all that can be known about their values. The meaning of an action can be grasped without recourse to any other kind of value concept

if meaning is understood as the probability of other events preceding, accompanying, or following it. Norms can be seen as sets of verbal and non-verbal behavior (Adler, 1956).

4-4 Religious Practices: In this research, the religious practices mean all behaviors and deeds that an individual practices according to his/her desire to maintain what was said by the religious beliefs that he/she holds. In more specific meaning here, according to the religion of Islam and what was mentioned in the Holy Quran and the Sunnah (Compendium of Prophet Muhammad's sayings and deeds).

III- Goals of the Research:

The research attempts to achieve a main goal that can be stated as "to identify the effect and interaction of adolescents from post-basic education students with the internet and social networks". To achieve this goal, it was divided into the following sub goals:

1- To identify the effect of using INT & SNWs by adolescents on their language, identity, values, religious practices.
2- To identify the nature of adolescents' interaction with INT & SNWs.
3- To identify how the adolescents benefit from interaction with media contents on INT & SNWs.

IV- Questions of the Research:

The research attempts to answer the following main question: "What is the nature of the effect and interaction of adolescents from post-basic education students with INT&SNWs.

To answer this question, it was divided into the following sub-questions:

1- What is the effect of using INT&SNWs by adolescents on their language, identity, values, and religiouspractices?
2- What is the nature of adolescents' interaction with INT&SNWs?
3- To what extent the adolescents benefit from interaction with media contents on INT&SNWs?

V- Importance of the Research:

The scientific significance of the research is to shed light on the nature the effect of and interaction with INT&SNWs by the adolescents from school students, and especially, to identify the effects related to socialization as to the following aspects: language, values, and religious practices, taking into consideration the rapid development all over the world in the fields of communication and information technology, and also after the collective social, political, and intellectual utilization of the internet in the revolutions and major political changes occurring in the Arab region. The research significance may also due to the attempt to identify the interaction with INT&SNWs by the adolescents and how they affect the social context in which they live.

VI- Theoretical Rationale of the Research:

This research is based on the Uses and Gratifications approach. This approach asserts the shift from looking to the audience as negative receivers to looking at them as positive receivers. This is based on that individuals are able to choose means and contents that they are looking for. Accordingly, the active audience selects the media contents that fulfill their needs. Hence, the focus was shifted from being on the sender or communicator to the receiver (Nasr, 2015, p. 259).

VII- Methodology of the Research:

1- **Type of research**: The research belongs to descriptive researches that attempts to describe reality of the impact of adolescent users of INT&SNWs and their interaction with this kind of media. The descriptive approach is the general approach that guide the research, and which was applied through the sample social survey method. The research depended on a scale of strategic research titled "The Impact of New Media on Socialization" (Rawas, El-Shaqsi, Gawda, Saleh, & Mostafa, 2015). The scale included the following dimensions: Uses and Gratifications, socialization, and interaction with INT&SNWs' content. The data was gained through the essential database of the above mentioned strategic research.

2- **Research Population** (sampling procedures): The sample was drawn from the essential database of the above mentioned strategic research. The database included a sample of 10% of Omani school population that contain 1043 schools according to Cochran. According to Cochran, the sample's appropriate size is obtained when the sample drawn from the research population is between (5%, 7% or 10%) of the population(Cochran, 1963).The random selection of sample was applied according to the "equal intervals" in male schools, and female schools, and mixed schools in the sample included in the database. The sample was drawn according to 10% of the total students of each school. In the current research sample, the students who do at the 10th to 12th grades were excluded. The conditions of the sample included that all students should be of those who use INT&SNWs. Accordingly; the actual sample became 1268 subjects. It is noteworthy that the data on which the research relied were collected during the period from 1st April, 2014 till 30th April, 2014.

3- **Analysis Techniques**: the current research used both qualitative and quantitative techniques of data analysis.

VIII- Data Analysis and Results Discussion:

1- **Describing the sample of the Research:**

The female participants were 53.1% and the male were 46.9% of the total sample. The average age among the subjects was 16.46. The percentage of students from the mixed schools was 8.2% and the boys schools 45.5%, and the female schools 46.3% of the sampled students. The sample was distributed to grades as shown in the following table:

Table No. (1)Shows the sex distribution of the research sample according to Grades

Grade			Grade			Total
Gender			Grade 10	Grade 11	Grade 12	
Gender	**Female**	Count	305	138	230	673
		% of Total	24.1%	10.9%	18.1%	53.1%
	Male	Count	277	146	172	595
		% of Total	21.8%	11.5%	13.6%	46.9%
Total		Count	582	284	402	1268
		% of Total	45.9%	22.4%	31.7%	100.0%

The Figure No.1 shows that most subjects live in urban areas with percentage 72.2%, rural areas 23.2%, and those who live in desert areas are only 4.7% of the sample. This Figure reflects the geographic distribution of the actual population in Omani Sultanate, where majority of population lives in urban areas, and the least numbers live in desert areas (Economy, 2010).
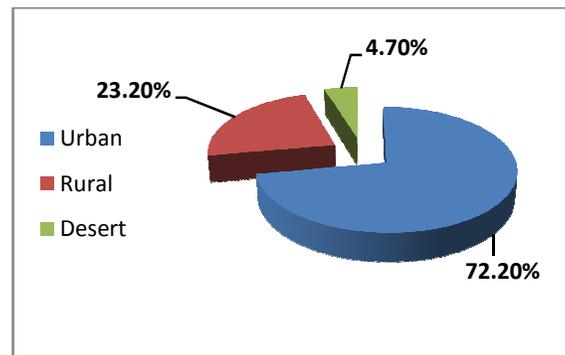

Figure No.1 Shows Distribution of the research sample according to Geographic area.

2- **The Internet and Social Networks:**

The Figure No. 2 shows the students account existing in the Web and INT&SNWs. The subscriptions of subjects in Facebook came at the first order with percentage 70.7%, then Google+ (95.0%), Twitter (55.4%) respectively. Hence, one can follow the percentages of subscriptions of students in social networks to discover their subscription in other websites with percentage 16.4%. These other websites can be Arabic/gulf/Omani forums, and blogs etc. Finally, the social network (Dig) comes at the last order among the other networks where the percentage of subscribers was only 2.6%.
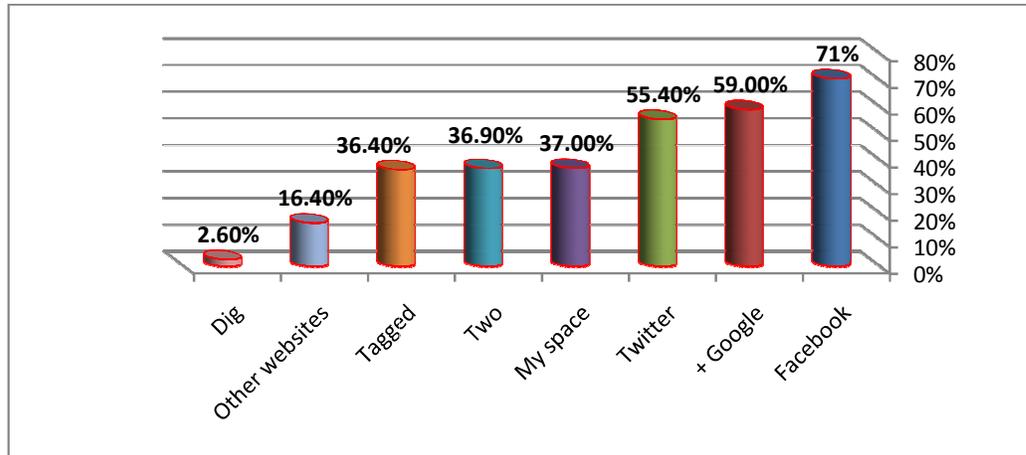
Figure (2): shows the accounts of subjects on INT&SNWs

3- Familyinterest in children's exploration of the Internet:

The results of a previous study reflect how the western family is interested in monitoring children's exploration of the internet. The study showed that 89% of parents pose certain rules on allowing children to give personal information through the internet; where 82% of parents talks to their children, especially girls, about what there are doing on the internet. According to this study, 59% of parents asserted their being near around their children while they are exploring the internet (Duerager, Andrea; Livingstone , Sonia, 2012). This is consistent with what the following table is pointing about the interest of Omani family in monitoring the children's exploration of INT&SNWs: where 85.5% of subjects asserted how the family pay attention and guide children while exploring the web; and only 14.5% reported that they do not pay much attention to that, a percentage which may evoke fears about the wrong utilization of INT&SNWs. This is also consistent with the evidence presented by a study about the importance of parents' serious consideration of students' behaviors on the internet, where students who think that they may get punished, they would have less desire in getting involved in cyber-bullying (Hinduja & Patchin , 2013). Accordingly, we can assert how importance the expected role of school social worker and teachers is in communication with those families to enhance their attention and interest in monitoring their children's exploration of INT & SNWs to ensure the achievement of positive utilization of this process.

Table (2) shows the family interest in monitoring the children's exploration of INT&SNWs

Browsing		Frequency	Percent
Valid	Not Concerned	184	14.5
	Concerned	1084	85.5
	Total	1268	100.0

As to the mean of students' exploration of the internet in school days, it was 2.45 hours/day. The mean of the exploration during the holidays was 4.63 hours/day. This difference may be due to students' being busy in following up lessons and doing their school homework.

Table (3) shows the internet sites that subjects prefer to explore

Websites	Mean	Std. Deviation	ranking
gulf sites	3.26	0.91	1
Arabian sites	2.98	0.94	2
Omani sites	2.72	0.97	3
Western sites	2.53	1.16	4
Others	1.20	0.67	5

According to table (3), the Arab Gulf websites are the most explored websites visited by the subjects, with mean 3.26 h/d. At the bottom of the list, there were the western websites with exploration mean 2.53 h/d. Finally, other websites came with mean 1.20, which are sometimes Hindi or Pakistani websites formulated with Hindi-Urdu language, since some Omani people use this language side by side with Arabic. Hence, one can say that the most websites visited by the subjects are those sites that represent the cultural environment in which they live.

4- Searching on the Internet: (Uses and Gratifications**):**

As to the search topics on INT&SNWs, the data in the table (4) shows that religious topics come at the first order of the list with highly strong level[*] with means 3.7 h/d. Students' searching these religious topics can be linked to the accountability age of a Muslim that is – in turn- linked to the age category of subjects, that is, adolescence (puberty).

Table (4) shows the types of searching topics on INT&SNWs
(choose more than one response)

Topics	Mean	SD	Ranking
Religious	3.07	0.84	1
Educational/scientific	2.93	0.96	2
Documentary	2.66	1.03	3
Movies	2.54	1.09	4
Sports	2.50	1.20	5
Action movies	2.47	1.16	6
News	2.46	1.03	7
Drama series	2.42	1.04	8
Kids programs/ Cartoon	2.10	1.03	9
Dancing and belly dance	1.78	0.98	10
Porno	1.36	0.73	11
Other topics	1.17	0.72	12

[*]The average level was sorted according to the following criteria: very strong and more=3, strong = from 2.5 to less than 3, average= from 2 to less than 2.5, weak= from 1.5 to less than 2, very weak= less than 1.5

The level of searching was strong for the scientific/educational, documentary films, movies, and sports topics; where the mean score of searching came between 2.5 and less than 3; the level of searching was average for the *action movie*, news, drama, kids programs and cartoon respectively; where the mean of searching came between 2 and less 2.5; the mean of surfing the internet for topics of belly-dance or oriental dance, and porn movies was poor: the mean of this topic came between 1.5 and less than 2. This may be due to the spread of Islamic instructions and values among male and females, as the Islam is the religion of the majority of Omani populations.

T-Test has shown that there are significant/abstract differences between the males and females concerning the exploration topics; where the P-Value was less than 0.05, and the differences were interpreted in favor of the highest mean, i.e. the males.

Table (5) shows the differences in topics searched on INT&SNWs according to gender

Total Scale	Mean	Mean Difference	Confidence Interval	DF	ValueT	Sig. (2-tailed)
Male	28.3496	2.69876	0.95	1266	9.551	.000
Female	25.6508					

The analysis shows that there are no significant differences between males and females in exploring the INT&SNWs about drama series, songs and belly/oriental dance. It was shown also that there are differences in favor of females on exploring the movies only. On the other hand, the differences were in favor of males as to the exploration of the other subjects included in table (4).

IX- The INT & SNWs and socialization:

1- **Language:** In this dimension, the focus is on the effect of adolescents' using of **INT & SNWs** on their mother tongue, as shown in table (6): the relative mean of this dimension was 0.76 which points to highly positive effect. Hence, the value complementing to the absolute one is considered as the negative effect on language. This value equals 0.24, whose danger cannot be neglected.

Table (6) shows the effect of adolescents' using of NT & SNWs on their mother language

Item	Mean	R- mean[(*)]	SD	Ranking
It encouraged me to use foreign words in my speech	3.20	0.80	.87	1
I acquired new Arabic words	3.11	0.78	.80	2
It increased my usage of good Arabic Language	3.06	0.77	.94	3
It developed my Arabic language skills	3.03	0.76	.92	4
It has made me know new words in the Omani dialect	3.02	0.76	.95	5
using shortcuts in writing Arabic with English letters	3.02	0.75	1.02	6
It enabled me to use other dialects other than the local one	2.89	0.72	.97	7

Hence, this effect does not include the effect on the subjects' mother tongue only, but it also includes the effect on the dialects that they use in their speech. One can notice the order of this effect by observing the relative mean of the use's effect on the dimension's phrases. The strongest effect (*very strong*) was shown in the phrase "it encouraged me to use foreign words in my speech", where the relative mean was 0.80; the effect was strong for the rest of items included in the dimension, where their means were between 0.65 and less than 0.80.

2- **Identity:** For measuring the effect of adolescents' use of INT&SNWs on identity, the relative mean of the identity dimension was 0.53, which means that an effect has occurred with accepted degree, considering that all the items included in this dimension were of negative content. This means that the ratio of refusal or acceptance of the studied adolescents' use of INT&SNWs is the same as the relative ratio of the dimension. This- in turn- means that the negative effect of the INT&SNWs gets exaggerated in this dimension with remarkable way where it comes to be 0.47, i.e., the value complementing of integer one. This value cannot underestimated or neglected currently, since there are probabilities of its increase unless social, educational, cultural and strategic plans are well developed to deal positively with this issue. Concerning the indicators of this effect, they can be observed by reviewing the relative means of theitems included in table 7 that are written in descending order to show the remarkable negative effect on the subjects' identity (adolescent students).

[(*)]The relative mean was computed through the dividing the value average by the supposed total degree that equal the highest weight. The relative means were classified according to the following criterion: (weak: less than 0.50), (accepted: 0.50 to less than 0.65), (strong: 0.65 to less than 0.80), and (very strong: 0.80 and more).

Table (7): the effect of adolescents' use of INT&SNWs on their identity

Item	Mean	R- mean	SD	Ranking
Wearing clothes other than Omani in some occasions	2.66	0.67	1.07	1
Wearing clothes with world trademarks	2.52	0.63	1.09	2
Wearing jeans or short trousers	2.33	0.58	1.18	3
Forming friendship with other gender	2.32	0.58	1.18	4
Not adhering to public games.	2.32	0.58	1.01	5
My attendance to the discussion sessions decreased (El-Sabla)	2.25	0.56	1.05	6
Making a Fashionable haircut	2.21	0.55	1.125	7
My participation in celebrating the national occasions decreased	2.12	0.53	1.02	8
Wearing a necklace or chains	2.09	0.52	1.18	9
It lessened my existence with my relatives on feasts and occasions.	2.07	0.52	1.04	10
My participation in religious days and occasions decreased	2.01	0.50	1.08	11
Celebrating the western Days (Christmas, Valentine Day…)	1.64	0.41	1.01	12
Making a tattoo on the body	1.30	0.32	.75	13

3- **Values:**This dimension includes a set of phrases developed to express the cognitive, affective and behavioral aspects of each value. This is to measure the effect of adolescents' use of INT&SNWs on their values.

Table(8): shows the effect of adolescents' use of INT & SNWs on their values

Value	No of Sentences	Mean	Value mean	R- Mean	SD	Ranking
autonomy	4	13.27	3.32	0.83	2.50	1
friendship	4	12.40	3.10	0.78	2.95	2
respect	3	10.76	2.69	0.67	1.94	3
honesty	3	10.72	2.68	0.67	1.87	4
cooperation	3	10.41	2.60	0.65	1.95	5
knowledge	3	10.38	2.60	0.65	1.96	6
belonging	3	10.37	2.59	0.65	1.92	7
equality	3	10.28	2.57	0.64	2.13	8
tolerance	3	9.99	2.50	0.63	2.11	9
understanding	3	9.90	2.48	0.62	2.04	10
Discipline	3	9.90	2.47	0.63	2.10	11
Freedom	3	9.60	2.40	0.60	2.06	12
saving	3	9.11	2.28	0.57	2.31	13

The statistical analysis of the values dimension shows that the R-means is 0.66, which means that a strong effect has occurred. On the other hand, one can conclude that the negative effect was 0.34, which pays our attention to the importance of thinking how students can be helped to build cultural, social and religious armors to protect them from the extension of the

negative effect of using the INT&SNWs on value aspect. As to the indicators of this effect, by reviewing the R-means of values mentioned in table (8), which are given in descending order, one can see that the effect on the autonomy value was *very strong*, where the R-means was 0.83. The effect was only "*strong*" on the values of *friendship, respect, work, cooperation, knowledge and belonging*, where the R-means were between 0.65 and less than 0.80. The effect was limited on the values of *equality, tolerance, cooperation, discipline, saving and freedom*, where the R-means were between 0.50 and less than 0.65.

4- **Religious Practices: T**he R-mean of the adolescents' use of INT&SNWs on the religious practices was 0.71, i.e., the effect was strong. But we cannot ignore the negative effect that equals 0.29, which may appears not strong. But this negative effect can develops on the long run to become of very negative effects on the religious practices of students in the future. As to the indicators of this effect, this can be shown through the review of the R-means of phrases in table (9) that was organized in descending order. They show that the effects were discrepant. Some religious practices were strongly affected, since their means came to be between 0.65 and less than 0.80. The other religious practices were weakly affected, since their R-means came to be between 0.50 and less than 0.65.

Table (9) shows the effect of adolescents' use of INT&SNWs on their religious practices

Item	Mean	R- Mean	SD	Ranking
Adherence to prayers	3.02	0.76	1.14	1
Honoring and obedience of parents	3.00	0.75	1.26	2
Maintain the memorization of Quran and Hadith	2.97	0.74	1.05	3
Reconciliation among friends	2.96	0.74	1.06	4
Watching and listening to religious programs	2.92	0.73	1.00	5
Communication with relatives and visiting them (kinship)	2.88	0.72	1.14	6
Considering rights of neighbors	2.87	0.72	1.13	7
Praying in time at a mosque	2.86	0.72	1.16	8
Reading religious books	2.85	0.71	1.02	9
Helping poor and helpless people	2.85	0.71	1.10	10
Interaction with religious program	2.83	0.71	1.00	11
Helping others even if it's against my interest	2.79	0.70	1.06	12
Adherence to Friday prayer and hearing its speech	2.78	0.70	1.19	13
Participating in voluntary campaigns	2.73	0.68	1.06	14
Commitment to fast the voluntary and additional days	2.73	0.68	1.08	15
community needs aremore considered than my needs	2.71	0.68	1.03	16
Performing charities/donations	2.69	0.67	1.09	17
Attending the cycles of remembrance/praise of Allah	2.68	0.67	1.03	18

5- **Comment on the effects of adolescents' use of NT & SNWs**

Figure No.   (3) shows the mean of negative of effects of adolescents' use of INT&SNWs on the main dimensions of their socialization. It is clear that there is difference in the level of negative effects from one dimension to another. There was considerable effect on the dimension of identity where the mean was 0.47 then the dimension of values (0.34), the religious practices (0.29), and finally the negative effect on the mother tongue (0.24). It is not surprising that the less effect was on the mother tongue, since the members of the studied sample have reached an educational level that enables them to read, write and speak their language very well… etc. As to the high level of negative effect on the adolescent students' identity, values and religious practices, the researcher warns that this negative effect may increase in the future and this will continue unless social, educational and cultural strategic plans are developed to deal positively with this issue.
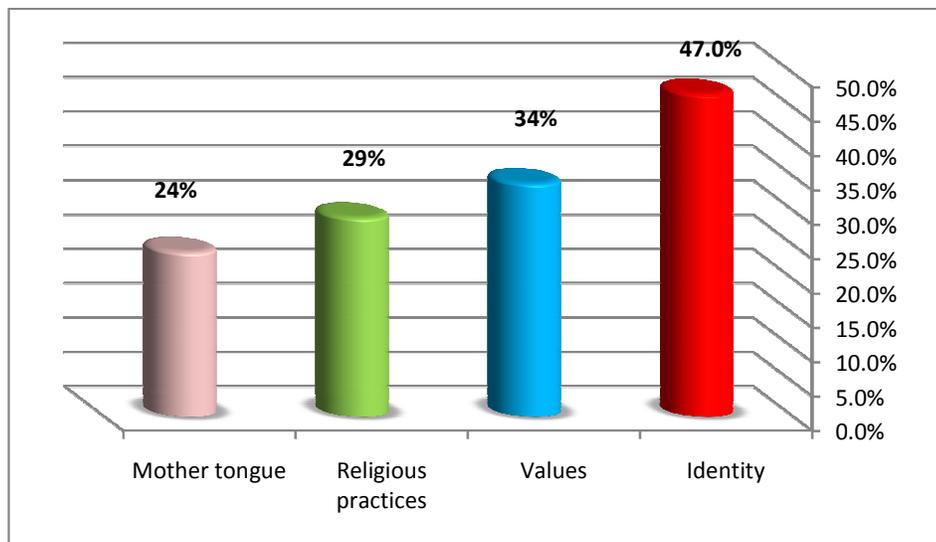

Figure (3) shows the mean of negative effects of adolescents' use of INT&SNWs on the main dimensions of socialization

To identify the extent of effect of some independent variables like gender and place of residence on the dimensions of the scale, the test of Mann Whitney was used to identify the significant differences (if any) between males and females and the responses on the main dimensions of socialization. It was shown that the null hypothesis is acceptable, which says that "there are no statistically significant differences between the responses of both sexes in most of dimensions and in the scale as a whole, except in the religious practices, where the value of P- is less than 0.05, which means that there are significant differences interpreted in favor of males whose means are the highest. This means that the level of effect on males was higher than females. This can be shown through table (10).

Table (10) shows the gender differences of subjects' responses on the dimensions of the scale

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Mother tongue is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.121	Retain the null hypothesis.
2	The distribution of Identity is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.760	Retain the null hypothesis.
3	The distribution of Values is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.065	Retain the null hypothesis.
4	The distribution of Religious practices is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.002	Reject the null hypothesis.
5	The distribution of Total dimensions of the scale is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.942	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Table (11) shows the differences in responses on the dimensions of the scale according to the geographic area

Multiple Comparisons

Dependent Variable	(I) Area	(J) Area	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower	95% Confidence Interval Upper
Mother tongue	urban	Rural	.43956	.25532	.085	-.0613-	.9405
		Desert	1.79578*	.51156	.000	.7922	2.7994
	Rural	urban	-.43956-	.25532	.085	-.9405-	.0613
		Desert	1.35622*	.54331	.013	.2903	2.4221
	Desert	urban	-1.79578-*	.51156	.000	-2.7994-	-.7922-
		Rural	-1.35622-*	.54331	.013	-2.4221-	-.2903-
Identity	urban	Rural	2.62736*	.51748	.000	1.6121	3.6426
		Desert	2.21349*	1.03684	.033	.1794	4.2476
	Rural	urban	-2.62736-*	.51748	.000	-3.6426-	-1.6121-
		Desert	-.41387-	1.10117	.707	-2.5742-	1.7465
	Desert	urban	-2.21349-*	1.03684	.033	-4.2476-	-.1794-
		Rural	.41387	1.10117	.707	-1.7465-	2.5742
Values	urban	Rural	5.98100*	1.31932	.000	3.3927	8.5693
		Desert	13.73748*	2.64340	.000	8.5516	18.9234
	Rural	urban	-5.98100-*	1.31932	.000	-8.5693-	-3.3927-
		Desert	7.75649*	2.80742	.006	2.2488	13.2642
	Desert	urban	-13.73748-*	2.64340	.000	-18.9234-	-8.5516-
		Rural	-7.75649-*	2.80742	.006	-13.2642-	-2.2488-
Religious practices	urban	Rural	.06344	.98209	.949	-1.8633-	1.9901
		Desert	2.76914	1.96772	.160	-1.0912-	6.6295
	Rural	urban	-.06344-	.98209	.949	-1.9901-	1.8633
		Desert	2.70570	2.08982	.196	-1.3942-	6.8056
	Desert	urban	-2.76914-	1.96772	.160	-6.6295-	1.0912
		Rural	-2.70570-	2.08982	.196	-6.8056-	1.3942
Total dimensions of the scale	urban	Rural	9.11135*	2.13119	.000	4.9303	13.2924
		Desert	20.51588*	4.27009	.000	12.1386	28.8931
	Rural	urban	-9.11135-*	2.13119	.000	-13.2924-	-4.9303-
		Desert	11.40453*	4.53505	.012	2.5075	20.3016
	Desert	urban	-20.51588-*	4.27009	.000	-28.8931-	-12.1386-
		Rural	-11.40453-*	4.53505	.012	-20.3016-	-2.5075-

*. The mean difference is significant at the 0.05 level.

Table (11) shows more results of the application of the Post Hoc tests (LSD) to identify the effect of place of residence as an independent variable on students' responses on the dimensions of the scale. The results showed that there are significant differences for the

scale as a whole on the dimensions of *language, identity and values.* Hence, there were no significant differences for the dimension of religious practices. The differences were interpreted in favor of the highest mean group. The differences can be shown as the following:

a. **Dimension of language**: students from urban and rural areas are more affected than those from desert areas.

b. **Dimension of Identity**: students from urban areas are more affected than those from rural and desert areas, where there are no differences between students from rural and desert areas.

c. **Dimension of Values**: students from urban areas are more affected than those from rural and desert areas, whereas students from rural areas are more affected than those from desert areas.

d. **Dimension Religious Practices**: There were no differences among the students from the three areas for this dimension.

e. **Total Dimensions of the Scale**: students from urban areas are more affected than those from rural and desert areas, whereas students from rural areas are more affected than those from desert areas.

The Figure No. 4 shows amounts of differences in total responses of students on the dimensions of the scale as a whole according to their place of residence. It is clear that the students from urban areas were more affected by using the INT&SNWs, whereas the students from desert areas were the least affected.
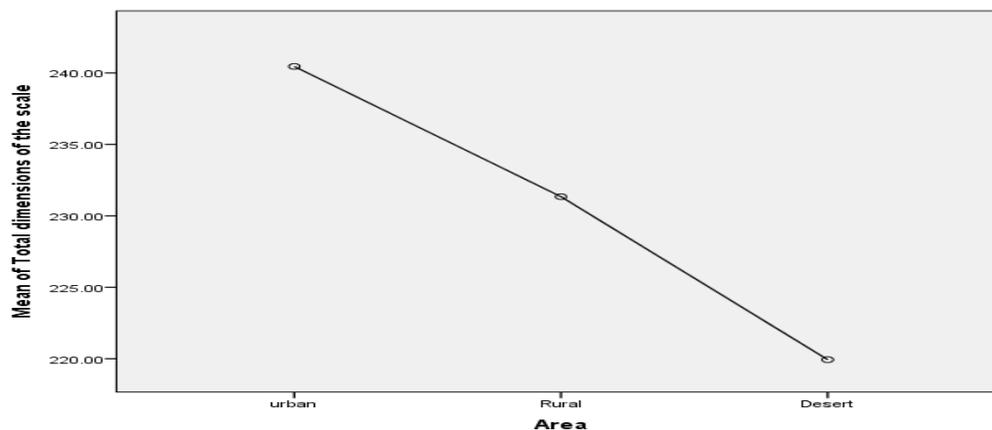

Figure (4) shows the effect of using the INT & SNWs on the subjects according to their geographic areas

X- Interaction with INT & SNWs content:

1- Interaction with the content:

The relative mean of subjects' interaction with INT & SNWs was 0.68 which means that the interaction was strong. Table (12) also shows the variety of such interaction. This variety shows that adolescents are not playing the role of negative receivers of information, views, and ideas… any more. Their interactional impact on a lot of topics is obviously strong. Their utilization of INT&SNWs in a way that serves their academic affairs comes at the top of the order list. This is done through exchanging the academic contents with their colleagues with relative mean 0.79 as the highest mean. The relative means of items shows the positive interaction of adolescents with the content of INT&SNWs. The interaction was negative only as to the adolescents' republication of the content without making sure of its implication. This phrase came at the last order with relative mean 0.56. It was of the least relative means for this dimension, but it can be described as an accepted level.

Table (12) shows the adolescents' interaction with the informational content of INT & SNWs

Item	Mean	R- Mean	SD	ranking
I exchange the content related to academic study with my colleagues	3.17	0.79	0.93	1
I re-publish or share the information after validating it	2.93	0.73	1.02	3
I exchange information, files and links that I find, with others	2.90	0.72	1.02	4
I reply and comment on the published content	2.77	0.69	1.02	5
I share/publish the information and recent news and send them to others	2.64	0.66	1.14	6
I upload my files to the INT&SNWs and e-applications	2.60	0.65	1.18	7
I share my ideas, views, and thoughts on my own website or my account	2.55	0.64	1.15	8
I republish/share the information that I have already read with others without validating it	2.24	0.56	1.04	9

2- Communication and Interaction with Others:

The INT & SNWs facilitates the human interaction in general. So is the case with adolescents who have made use of the increase in interaction and communication within the social context in which they live, especially when it is difficult to interact face to face. It was shown that the adolescents' investment of INT&SNWs for communication was of a very strong level with *school colleagues* then *members of the family,* since the value of the relative mean was 0.80. This can be interpreted in terms of the results of the a study by Koutamanis et al. (2013) that showed that activities such as texts on chats on the internet can really improve the ability of adolescents to interact with their peers (Barth, 2015).

Hence, the level of communication was *strong* with *friends from outside their school, males and females, and those who have reasons and experience in community.* The degree of relative mean was 0.65 to less than 0.80. The level was accepted for communication with: *friends from outside the community, school teachers, and religious scientist,* where the relative mean was from 50.0 to less than 0.65. Accordingly, the analysis shows that the adolescents' investment of INT&SNWs for communication with others from their different actual social contexts with which they interact, was of higher than their communication with the virtual contexts in which they subscribe through the INT&SNWs.

Table (13) shows the level of communication between adolescents and others using the INT & SNWs

Item	Mean	R- Mean	SD	ranking
With my school colleagues	3.26	0.82	0.88	1
With my family members	3.20	0.80	0.94	2
With my friends outside the school	3.07	0.77	0.99	3
With male and female friends	2.70	0.68	1.16	4
With people of good experience and views in community	2.61	0.65	1.04	5
With friends outside community	2.51	0.63	1.12	6
With my school teachers	2.25	0.56	1.07	7
Religious Scientists	2.06	0.52	1.00	8

3- Benefiting from Interaction with the Contents shown on the Internet:

The part of analysis shows a lot of positive effects of adolescents' interaction with the informational content of INT & SNWs. The relative mean of this dimension was strong, where it was 0.79. The power of the relative mean in this dimension is demonstrated through the following: the adolescents' reporting of the multiple benefits of interaction with INT&SNWs and the measurement showed variety of benefit levels in these aspects. The benefits of *"very strong"* level were represented in the following aspects respectively: "*I learned the values of tolerance and acceptance of others*", and "*I acquired the dialogue abilities and skills*"; where all the scores of relative means were higher than 0.80. The benefits that described as "*strong*" were shown in the other aspects shown in table (14). The important finding that can be extracted from the analysis of items of the table is that adolescents were influencing in the social context in which they live. This was obvious in the following items: "*I became as an important source of information for my family members*", "*My parent has changed his look at my personality*", "*I won the trust of my family*", "*I could adjust some parent's ideas about some issues*", "*I won the respect of some websites' administrators because of my shares and subscriptions*". This analysis showed that the adolescents are no longer only affected by the informational content included in INT&SNWs, but they also have become influencing this content on one hand, and on the other hand, have

become influencing in their family and social context. This can be interpreted in terms of the *Gate keeping theory.*

Table (14) shows the effects resulting from the adolescents' interaction with INT & SNWs

Item	Mean	R- Mean	SD	ranking
I learned values of tolerance and accepting others	3.49	0.87	0.73	1
I acquired new ideas	3.45	0.86	0.71	2
I learned principles of dialogue with others	3.43	0.86	0.80	3
I become having ability to reply	3.32	0.83	0.86	4
I adjusted some behaviors	3.32	0.83	0.78	5
I acquired abilities and skills of conversation	3.24	0.81	0.90	6
I became more interested in other cultures	3.17	0.79	0.97	7
I became in touch with the latest local and international news	3.17	0.79	0.88	8
Now I have the ability to discuss my parent in some familial issues	3.16	0.79	0.89	9
I am now an important source of information for my family members	3.15	0.79	0.87	10
I adjusted some ideas	3.14	0.78	0.80	11
I won the trust of my family	3.13	0.78	0.91	12
My parent's look of me has changed	3.09	0.77	0.92	13
I managed to adjust some of my parent's ideas about some issues	2.94	0.74	0.93	14
I developed a wide network of relationships	2.90	0.73	1.00	15
I won the respect of some websites' administrators because of my shares and subscriptions	2.83	0.71	1.07	16
Now I feel as I am a source of news through sharing my information	2.68	0.67	1.05	17

Table (15) shows the differences between males and females concerning the nature of interaction and benefiting

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Interaction with Internet is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.001	Reject the null hypothesis.
2	The distribution of Advantage of interaction with Internet is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.225	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

The Manny Whitney Test shows that there are significant differences in favor of males versus females concerning the nature of interaction with INT&SNWs, where the P-Value was 0.01; and that there are differences between them as the utilization of interaction with the presented content. (table 15)

Table (16) shows the effect of the nature of geographic area as an independent variable on the nature of adolescents' interaction and benefiting from this interaction as a dependent variable (interaction with the web and with other social and familial contexts in which they live or with other virtual groups or communities). The results of Post Hoc Tests (LSD) showed the following:

a. **Nature of interaction with INT&SNWs**: It was shown that the urban areas are more interactional with students than the desert or rural areas.

b. **Benefiting from the interaction with INT&SNWs**: It was shown that the students from urban areas are achieving more benefits than those of desert or rural areas. Whereas there were not obvious differences between students of rural and desert areas concerning benefiting from this interaction.

Table (16) shows the nature of adolescents' interaction with INT&SNWs and benefiting from it according to place of residence

Multiple Comparisons

LSD

Dependent Variable	(I) Area	(J) Area	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower	Upper
Interaction with Internet	urban	Rural	2.05817*	.37311	.000	1.3262	2.7901
		Desert	2.21521*	.74757	.003	.7486	3.6818
	Rural	urban	-2.05817-*	.37311	.000	-2.7901-	-1.3262-
		Desert	.15704	.79395	.843	-1.4006-	1.7146
	Desert	urban	-2.21521-*	.74757	.003	-3.6818-	-.7486-
		Rural	-.15704-	.79395	.843	-1.7146-	1.4006
Advantage of interaction with Internet	urban	Rural	3.18480*	.60984	.000	1.9884	4.3812
		Desert	4.98274*	1.22189	.000	2.5856	7.3799
	Rural	urban	-3.18480-*	.60984	.000	-4.3812-	-1.9884-
		Desert	1.79794	1.29771	.166	-.7480-	4.3438
	Desert	urban	-4.98274-*	1.22189	.000	-7.3799-	-2.5856-
		Rural	-1.79794-	1.29771	.166	-4.3438-	.7480

*. The mean difference is significant at the 0.05 level.

XI- Conclusion:

The current research showed findings worth of review and discussion. The sample of the research included male and female adolescents, especially in middle and late adolescence. The subjects were drawn from all types of post-education schools: mixed schools, boys' schools, and girls' schools. The sample was also drawn from different geographic environments: *urban, rural and desert.* It was shown that students have variety of accounts on social communication networks such as (respectively): Facebook, Google+ and Twitter. Other internet websites such as Arabic, Gulf and Omani blogs were of some share of exploration and contributions of the students. The study showed how much the Omani family pay attention to the monitoring of their children's exploration of the internet, with a very little percentage of these families who paid no attention to this issue. This shows how it is necessary for the social workers to raise the awareness of such families of the importance and the way of monitoring and follow-up their children's activities on the internet, especially in adolescence because it a stage of certain characteristics that may evokes children to commit wrong activities or become victims of blackmail by others.

The websites that represent the cultural context in which the students live are the most explored ones. This supports the possibility of using such websites to produce positive impact on students. This also may influence the level of students' exploration and search on the internet. Hence, the religious topics were of a "very strong" rank, where the level of searching for oriental or belly dance and porno movies was at the "weak/poor" level. This may due to that the content of such websites is against the instructions and values of Islam that is considered as the majority religion. In addition, there were significant differences in favor of males versus females concerning the topics of exploration and search.

As to the effect of adolescents' use of INT&SNWs on the basic dimension of socialization, the results asserted that there are positive and negative effects on these dimensions. It was also shown that the differentiation of negative effects from one dimension to another: identity, values, then, religious practices and finally, the negative effect on language. Accordingly, the researcher invites attention to the possibility of the increase of such negative effect in the future will still exist, unless social, educational and cultural strategies and plans are developed to deal with this issue positively.

In addition, the analyses showed also that there were no significant differences for the effect of using INT&SNWs between males and females on the social dimensions, except the dimension of religious dimensions, in favor of males. The effect was also more obvious in urban students than rural students. The students from desert areas were the least affected by the exploration or navigation process.

The level of adolescents' interaction with content of INT & SNWs was strong and various. It was shown that the adolescents were no long playing the role of negative receiver of information, views and ideas..etc., but they become influential in the interaction with a lot of topics shared on the INT&SNWs. The study also showed that they have developed abilities to utilize the INT&SNWs in a way that served their academic affairs.

It was also proved that adolescents utilize the INT&SNWs to increase their interaction and communication within their social contexts and with those who it is difficult to contact them face to face. The investment of INT & SNWs by the adolescents in communication was

"very strong". In addition, their contact with the real social contexts that they are interacting with was of a better level than their contact with the virtual contexts.

The benefit from interaction with the content of INT&SNWs was multiple since the adolescents are no longer affected only by the content, but they are also influencing this content. On the other hand, they became influential in the social and familial context in which they live. It was proved also that there are significant differences in favor of males versus females concerning the nature of interaction with the informational content of INT&SNWs. Whereas, it wasn't clear if there are any differences between them in utilizing this interaction. It was shown also that urban students were the most interactional and more benefiting from this interaction than the other students. Hence, there were no obvious differences in the nature and utilization of this interaction between the rural students and those who are from desert areas.

XII- Research Recommendation:

In terms of the above analysis, the research recommends that the role of social workers in school field should be activated through the following:

1- **To Develop the families' awareness of the internet risks on children**: This can be done through using the traditional means of communication in social work, such as meetings, forums, conferences and lectures…etc.; and by using the electronic means of communication as well.

2- **To develop students' awareness of the internet risks:** This can be implemented through various social, cultural, artistic, and religious programs and activities within student groups; and by utilizing these programs for the enhancement of their awareness in dealing with the internet.

3- **To develop awareness of school administration about the internet risks**: this can be done through helping the administration in preventing students against the negative effects that result from using the internet. This preventive role can be practiced through the development of attractive and interesting web pages for the school on the INT & SNWs and to encourage students to subscribe for them, on condition that these web pages are administrated in a way that guarantee the existence of positive content that helps in fulfilling healthy socialization.

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