

“Social Problems Resulting from A child’s use of Technological Means of Communication and its Reflection on Social Upbringing from the Point of View of Counselors in Elementary Schools in the Arab Community in Israel”

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Abstract:

The study aimed to identify the social problems resulting from the child's use of technological means of communication and their impact on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel, according to the variables (gender, educational qualification, number of years of experience, number of training courses). Using the descriptive analytical approach, a questionnaire consisting of (30) items was designed, and the tool was applied to the community of counselors in basic schools in the Arab community in Israel, who numbered (150) counselors and counselors. To the computer and treat it statistically using the Statistical Program for Social Sciences (SPSS), and the following is a summary of the study results: The degree of social problems resulting from the child's use of technological means of communication and its impact on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel was high and with a percentage A percentage of (78.78%), and secondly: there are no statistically significant differences in the social problems resulting from the child's use of social media. Wasel technology and its impact on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variables (gender, educational qualification, number of years of experience, number of training courses).

In light of the results of the study, the researcher suggested a number of recommendations, the most important of which are: First: the necessity of raising awareness of the use of technological means of communication, limiting its negative effects and enhancing its positive role in society and the laws regulating it, and second: following up on the work of counselors in dealing with cases of wrong use and abuses of technological means of communication, and keenness to raise competence in various fields.

Introduction:

The use of various social networking sites is a daily matter, as research has shown that this helps children and adolescents to strengthen communication and social bonds as well as develop technical skills, as such sites provide the opportunity to communicate with friends, colleagues and people who share the same interest, and the number of children and adolescents who use Such sites are frightening in the last five years, according to recent statistics, 22% of teens access their favorite social sites more than ten times a day, and more than half of teens access these sites more than once a day, and 75% of teens own a cell phone. , 25% of them use their phones to access these websites, 54% use it to send SMS, and 24% use it for instant messages. Therefore, a large part of the social and emotional development of this generation takes place on the Internet and mobile phones (Ahmed, 2020).

The process of social upbringing is one of the social processes affecting the building of the identity of the child in his various age stages, through his acquisition of customs, traditions, trends, and prevailing values from the surrounding environment. It led to the production of other institutions that participate in the process of social upbringing using modern methods and means, such as social media, which competed with the traditional methods of social upbringing in forming a system of standards and human values (Al-Hashimi, et al., 2020).

The use of social media as a modern social and cultural phenomenon has a number of positive and negative effects in the educational, social, psychological and health fields, and researchers believe that it is not possible to directly control children's use of the Internet, playing video games or using social media.

Research Problem

The problem of the study emerges by observing its phenomena, through what the world has witnessed since the end of the twentieth century and with the beginning of the twenty-first century of challenges and amazing development in all aspects of life, especially in the field of information and communication technology, which led to the emergence of many problems and questions related to how to manage this The flow of information on the level of all aspects, especially the impact of information technology on children in Arab societies, according to the study (Ahmed, 2020) a medium relationship between the use of social media and social problems among university youth, whether related to social problems, family problems, or academic achievement problems. According to a study (Abakar, 2019), adopting balanced and integrated social upbringing methods for children without parental care and satisfying the needs of childhood leads to their social adjustment within the families that sponsor them and the outside community.

The problem of the study can be summarized in the following main question:

What are the social problems resulting from the child's use of technological means of communication and its impact on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel?

Several sub-questions are branched from this main question: Are there statistically significant differences in the social problems resulting from the child's use of technological means of communication and their impact on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variables (gender, educational qualification, years of experience, training courses)?

Research Importance

The importance of the study stems from the theoretical and practical aspects:

First: Theoretical importance:

1. This study is one of the few studies at the level of the Arab-Israeli society that deals with the social problems resulting from the child's use of technological means of communication and its impact on social upbringing in the Arab society in Israel.
2. This study is considered one of the important studies that concern specific and important segments, namely the children segment, which is one of the most important segments of society and is affected by its moral and social environment.
3. The importance of the study for parents and society by drawing their attention to the great role played by the means of technological communication in shaping the system of moral and social values, according to the media materials they broadcast.

Second: The practical importance:

1. The benefit of researchers and those interested in the applications of private study in facing the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing in basic schools in the Arab community in Israel.
2. Demonstrating the impact of technological means of communication on the prevailing values in society and on the individual's social upbringing to understand his behavior, his role in society, his relations, morals and culture in order to effectively confront the problems that the individual may face.
3. The importance of shedding light on the social problems resulting from the child's use of technological means of communication and their reflection on social upbringing in the Arab society in Israel in order to monitor the effective ways and means through which children can rationalize the use of technological means so that their moral and social values system is not negatively affected.

Research Objectives

The study aims to achieve the main objective, which is to identify the social problems resulting from the child's use of technological means of communication and their impact on social upbringing from the point of view of the counselors in basic schools in the Arab community in Israel and according to the variables (gender, educational qualification, years of experience, training courses), in addition to achieving the following sub-objectives:

1. Recognize the most important positive moral and social values that students acquire from the means of communication, which can be acquired.
2. Informing decision makers in the Arab community in Israel to take appropriate decisions to enhance the positive impact of satellite channels on the moral and social values system for children.
3. Develop recommendations that contribute to enhancing the positive impact of the means of communication on the system of moral and social values for children in the Arab community in Israel.

Research hypotheses

The study seeks to test the following null hypotheses:

1. There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and their reflection on social upbringing from the point of view of counselors in basic schools in the Arab in Israel due to the gender variable.
2. There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the educational qualification variable.
3. There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variable years of experience.
4. There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and their reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variable of training courses.

Research limits

1. **Time limit:** The study will be conducted in the academic year (2022).
2. **Spatial limit:** The study is conducted in basic schools in the Arab community in Israel.
3. **Human Limit:** Counsellors in Elementary Schools in the Arab Society in Israel.

Research Terminology

Social problems: An undesirable situation that prevents a person from adequately satisfying his needs or achieving his goals and leads to direct or indirect harm to him, now or in the future (Ahmed, 2020).

Technology communication: They are websites over the Internet, which allow individuals to establish social networks by introducing themselves, their interests and orientations, and choosing their friends within groups that may be open, closed or secret. It also allows the exchange and dissemination of written materials, photos, videos and a set of tools that facilitate the process of communication and communication. (Awad, 2014).

Social Upbringing: The process through which an individual's motives and own desires are reconciled with the demands and interests of others, which is represented in the cultural structure in which the individual lives (Al-Hashimi, et al., 2020).

Theoretical Framework and Literature Review:

Define of Social Problems

Social problems are an ambiguous situation that needs explanation and an undesirable negative phenomenon that represents difficulties and obstacles that hinder the functioning of things in society and is the result of specific circumstances and affects a large number of individuals (Ahmed, 2020), as they are known as undesirable environmental conditions that lead to undesirable modifications Desirable traits in people themselves (Sheikh, 2020), and social problems are defined as any deviant behavior in a direction that is not approved by the degree above the level of the tolerance limit of society, and such behavior that exceeds the limits of tolerance leads to a general act, aimed at protecting society Reform the violator or offender and warn each person that deviation that exceeds a certain point will not be tolerated (Al-Hashimi, et al., 2020).

The researcher defines social problems as the deviation of social behavior from the rules set by society for correct behavior, as long as these rules set certain criteria, deviation from which leads to a clear reaction from the group, and as long as this is the case, they differ in time and place in different cultures, unless the rule is the criterion is one of the necessities upon which social existence depends.

Characteristics of Social Problems

Social problems have several characteristics, including the following (Ahmed, 2020):

1. The social problem is characterized by being perceptible or perceptible, and the more people realize the problem, the greater the clarity of the problem.
2. The social problem does not stop at the level of mental rejection, but rather constitutes a kind of stimulus to motivate the opposite behavior and take positions to confront it and eliminate its negative effects.
3. The social problem is characterized by the lack of stability at one pace in terms of its ability to influence, for example: the perspective of the parents' generation differs from the children's generation in terms of the criteria that parents see as a problem while the children see it as the opposite.
4. The social problem is characterized by the characteristic of relativity, and this characteristic is due to the different human societies and their individuals and groups in defining the concept of the problem.
5. The social problem, in its size, diversity, and impact, is subject to the conditions to which the society is subject. The greater the population density in a society, the more complex it is structurally, the more this leads to an increase in social problems, a diversity of causes and sources, and an increase in their forms and types.
6. The social problem appears in an origin that reflects social and personal turmoil, and is the result of the rupture of the fabric of social relations, or the result of a series of cracks that occur within society.

Dimensions of social problems

The dimensions of social problems mean the various determinants, factors and circumstances that affect the social phenomenon to cause the social problem, including (Sheikh, 2020):

1. **The historical dimension:** It is the historical and temporal conditions that contributed to the formation of the current problem as a result of a previous historical interaction, for example, illegal immigration and its connection to the colonial phenomenon.
2. **The spatial dimension:** comparing aspects of the problem in different geographical regions, or societies, for example, the problem of drinking alcohol in our society is not considered the same in Western societies, as well as child labor, for example, differs from the countryside to the city.
3. **The legal dimension:** It contributes to setting limits and material penalties for the deviant who deviates from the social norm, which is the basis of social problems, and the law contributes to controlling social problems.
4. **The economic dimension:** social problems are affected in their composition and content by the economic dimension. Poverty, illiteracy, corruption and bribery express an imbalance in the economic system and development programs, and therefore to understand these problems we must analyze the economic situation.
5. **The social dimension:** represented in the behavior that caused the problem, and its impact on the general social behavior of individuals. Lack of a sense of responsibility, hypocrisy, flattery, and negativity are behaviors that affect the social life of the individual, society and culture.
6. **The cultural dimension:** represented in the cultural aspect, values, norms and traditions, and this dimension is affected by social change; With the emergence of new habits and the disappearance of old patterns of thinking, social problems occur.

7. **The educational dimension:** It is represented in the impact of education as a social process through formal and informal institutions, such as the family, the school, the group of friends, the media...etc.

Define of technology communication

It is a system of electronic networks that allow the subscriber to create his own website, and then link it through an electronic social system with other members who have the same interests and hobbies or bring it together with university or high school friends (Once, 2020), as they are known as websites. Through it, millions of people who share certain interests or specialties communicate, and members of these networks are allowed to share files, photos, exchange videos, create blogs, send messages and conduct instant conversations, and the reason for describing these networks as social; Because it allows communication with friends and classmates, and strengthens the links between members of these networks in the Internet space (Hussain, 2016). The means of communication are defined as the new ways of communicating in the digital environment, allowing the possibility of meeting and gathering on the Internet and exchanging opinions, news and information (Abakar, 2019).

The researcher sees the means of communication as a group of websites on the global Internet, which allows communication between individuals in a virtual community environment, united by interest or affiliation to a country, school or a particular group, in a global system for the transmission of information.

Types of technology communication

There are many divisions of means according to use, and attention to three main types (Al-Shati, 2018):

1. **Personal means:** These are for specific personalities, individuals, and a group of friends, that enable them to get acquainted and establish friendships between them, such as Facebook.
2. **Cultural means:** It is concerned with a specific art, and brings together those interested in a specific subject or science, such as the sites and groups of laboratories.
3. **Professional means:** It is concerned with similar professions, to create an effective educational and training environment.

Technological communication are classified in terms of public availability into two main categories (Awad, 2014):

Section One: These are sites that include individuals or groups of individuals linked by specific professional or social frameworks. These sites are considered closed and public access is not permitted.

Section Second: These are social networking sites that are open to everyone, and those who have an account on the Internet have the right to join them and choose their friends, and among these sites is the Facebook network.

Advantages of technological means of communication

Social media has several advantages, including the following (Ben Miloud and Allawi, 2020):

1. **Global:** where geographical and spatial barriers are eliminated, and international borders are destroyed, so the individual in the East can communicate with the individual in the West, in simplicity and ease.
2. **Interactivity:** the individual in it is a receiver and a reader, he is a sender, writer and participant, so it eliminates negativity, and gives space for the active participation of viewers and readers.
3. **Diversity and versatility:** the student uses it to learn, the scientist to spread his knowledge and teach people, the writer to communicate with readers.
4. **Ease of use:** Social networks use letters, symbols and images that facilitate user interaction.
5. **Savings and economics:** in terms of effort, time, and money in light of free subscription and registration, a simple individual can own a space on the network for social networking, as it is not a monopoly of money owners, one group over another.

Definition of Social Upbringing

That social upbringing is nothing but a method adopted by a society to build a person on the image of the existing culture, through the method of social upbringing and its various patterns, the most important issues of human existence related to the construction and essence of the inner human being, represented in defining his personality, emerge. in it (Al-Janfawi, 2017). It is also known as one of the ancient and persistent phenomena in all simple and complex societies, as all human groups are keen to consolidate their values and transfer their standards and culture from one generation to another through the process of social upbringing. Both (Belhadeb and Kharraz, 2015). It is defined as a human and social process through which the individual acquires his unborn human nature it aims to transform the individual into an active member capable of performing his social roles, which are carried out through many groups and institutions (family, school, university, places of worship, comrades and the media) that are all considered Inevitable and imposed means of the process of upbringing. Despite the different roles of these institutions, they all share in shaping the values, beliefs and behaviors of individuals so that they tend towards desirable patterns in terms of religious, moral and social terms and to stay away from undesirable patterns such as deviations and violence. From the above, it can be said that social upbringing is what enables the individual to adapt to the natural and social environment surrounding him, in addition to his interaction with others and building relationships with them (Hussain, 2016).

The researcher considers social upbringing: it is the parents' upbringing of their children through advice, guidance and direction so that they become individuals who are able to go through life away from any negative and deviant behaviors. This social upbringing takes place within the customs, traditions and recognized values.

Factors affecting social upbringing

There are many factors that played a major role in social upbringing, whether they were internal or external factors, and we will present these factors (Abakar, 2019):

1. Religion Religion greatly influences the process of social upbringing; This is because of the different religions, and the nature that stems from each religion; Therefore, every religion is keen on bringing up its members according to the principles and ideas it believes in.
2. The family is the social unit that aims to preserve the human race; It is the first thing that meets the human being, and it contributes mainly to the formation of the child's personality, through interaction and relationships between individuals.
3. The type of family relations Family relations influences the process of social upbringing; As marital happiness leads to family cohesion, which creates an atmosphere conducive to the development of the child in an integrated way.
4. The social class to which the family belongs: The class to which the family belongs is an important factor in the growth of the individual. It shapes, shapes and controls the systems that contribute to the formation of the child's personality.
5. The economic and social status of the family Numerous studies have confirmed that there is a positive correlation between the economic and social status of the child, and the opportunities offered for the child's development.
6. Educational institutions: These are nurseries, elementary schools, universities, and various rehabilitation centers.
7. The group of companions: where friends are from school, university, club, neighbors, residents of the same place, and groups of thought and belief, and different organizations.
8. Community culture: Each community has its own distinct culture, which is closely related to the personalities of the individuals it embraces. Therefore, the culture of society affects mainly - in the upbringing, and in the making of the national character.
9. Media: Perhaps the most dangerous threat to social upbringing now is the cultural invasion that children are exposed to through various media, especially television. It distorts many of the values that children have acquired, in addition to teaching them many other values that are alien to cultures.

Literature Review

There are several Arab and foreign studies that dealt with the subject of the study, and they are as follows:

First: Arabic studies

A study of (Ahmed, 2020) entitled "The relationship between the use of social media and social problems among university youth":

The study aimed to determine the relationship between the use of social media and social problems among university youth, whether related to their social relations, family relations, or academic achievement. The number of males and females is (311), and the study found that the most important social networking sites used are Snapchat, followed by WhatsApp, then Instagram, the average number of hours university youth use social media daily (5) hours, and that the most important reasons for using social media are practicing Electronic games with others and it is an easy way to communicate with family members and spend free time.

A study of (Al-Hashimi, et al., 2020) entitled "The effect of using social media on child upbringing in Omani society:"

The study aimed to know the reality of the child's use of social media in the Omani society, and to reveal its educational, social, psychological and health effects, and used the descriptive analytical approach, and the questionnaire was relied on as a tool for data collection. Al-Batinah North and Al-Batinah South, whose ages ranged between (10-18) years, and the total number of the study sample was (2246) male and female students. Amman, at a rate of (75.6%), and the study revealed that the educational effects of social media ranked first, followed by the social and psychological effects, then the health effects, with some statistical differences for the variables of gender, age, and the preservation of the dimensions of the study.

A study of (Abakar, 2019) entitled "The role of socialization methods for foster families for children without parental care from the perspective of social service":

The study aimed to identify the role of foster families in raising a child without parental care in a foster family as an important social unit. The approach that achieves the objectives of the study using the questionnaire. The study sample also included all families that sponsor children without parental care in El Fasher city, which numbered about (110) families, and the counselors included about (25) social workers. The researcher also reached a set of results, the most important of which are: Balanced and integrated social upbringing methods for children without parental care and satisfying the needs of childhood leads to their social adjustment within the families that sponsor them and the outside community, and interest in studying and researching this type of social problem, and treating it according to objective and scientific bases, to include the existence of a healthy and free society from negative phenomena.

A study of (Hussain, 2016) entitled "Family upbringing for adolescents in light of the impact of social networking sites:"

The study aimed to determine the reality of the family upbringing of children in light of the impact of social networking sites on them, and the current study was applied to 100 parents of students in the middle and secondary schools in Qena Governorate. The data aims to identify the reality of the family upbringing of children in the age group (15-18) in light of the impact of social networking sites and its obstacles. In addition to the students' parents' ignorance of the possibility of activating the privacy settings for these websites, and thus the lack of the actual role of parents to protect and care for their children from the danger of the cascading effects of social networking sites.

Second: Foreign Studies:**A study of (Coyne & others, 2017) entitled "Parenting and Digital Media"**

The study aimed to know the impact of digital media on children, by understanding the use of different media by the family and parents, and the results of the study showed that the characteristics and characteristics of the child, the relationship between parents and children, intervention practices by parents, and parents' use of these media can affect the Children's use of it, and determines their attitudes towards these means, and the study made several proposals, including: the need for more research to reach the best practices by parents, whether for traditional or modern media, and to rely on large-scale longitudinal studies that deal with the child from infancy to the stage of infancy. Puberty.

A study of (Kujath, 2011) entitled "Facebook and MySpace complement or substitute for face-to-face interaction?"

It aimed to reveal whether engaging in social networks complements or substitutes for real-life relationships. The study sample consisted of (183) university students in Washington State, (85) of whom were males and (98) females, and they were chosen intentionally. Of the users of the "Facebook and MySpace" networks, and to measure the degree of contribution of these networks in maintaining existing personal relationships, they were asked specific questions about the number of friends they did not meet personally, and do these networks contribute to their actual meeting with people identified through the two networks? The results of the study indicated that individuals tend to use the two networks to keep in touch with people they already know, and also to get to know new people they have never met.

A study of (Miller, et al, 2010) entitled "Students and Social Networking Sites"

This study aimed to reveal the time that university students spend using social networks, their goals of engaging in them, and the nature of the materials they communicate through. The study sample consisted of (165) students using Facebook and MySpace in a private university in The American Midwest, and the data was collected by asking questions to the study sample directly, and the results of the study indicated that (85%) of the study sample visit these sites on a daily basis, and that (60%) of them visit them more than once per day, and that The duration of their visits to the network tends to be short, and the results of the study indicated that the most important goal for them is to maintain the existing relationships with friends, and to expand their social relationships. The results also indicated that students provide their pages with personal information that can be used against them if it falls into the hands of some.

A study of (Chlung..et..al, 2010) entitled "The closer the relationship, the greater the interaction on Facebook."

This study aimed to know the behaviors of Facebook users, as this study showed that users can use different tools through social networking programs (Facebook) in order to deal and form with individuals, and this study was conducted in Taiwan on a community sample estimated (1000) people of Facebook users They use it for a period of no less than two years, and the study showed that Facebook users may need a little time and effort to build friendships, compared to the traditional method, and this study showed that those who use Facebook to build relationships with others have more intimacy and intimacy than their peers who do not They use it, and those who use Facebook have much more friends than their peers who do not use it, and Facebook is a basic and modern and innovative way to build new friendships, and thus become more knowledgeable and knowledgeable about many things .

Commenting on previous studies

The current study is similar to some previous studies in dealing with the elements and fields of study related to what are the social problems resulting from the child's use of technological means of communication and their reflection on social upbringing from the point of view of counselors in basic primary schools in the Arab society in Israel, as stated in the study (Ahmed, 2020) And a study (Al-Hashimi, et al., 2020), and a study (Abakar, 2019). The current study was similar to previous studies in using the study's methodology represented by the descriptive analytical approach and reliance on the questionnaire tool, as stated in the study (Hussain, 2016) and the study (Coyne & others, 2017), and a study (Kujath, 2011). The current study differed from previous studies in that the study (Miller, et al, 2010) dealt with students and social networking sites, while the study (Chlung..et..al, 2010) dealt with the closer the relationship, the greater the interaction on Facebook, As these studies dealt with the means of communication and touched on the values in a simple way without going into depth in introducing them, while the current study focused on the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of the counselors in basic schools in the Arab community in Israel. The current study has been distinguished from previous studies in that it is, to the researcher's

knowledge, one of the few and first studies that dealt with this subject and will be a reference for the benefit of those interested, researchers and counsellors.

Study Methodology

The researcher used the descriptive approach for its suitability to the current study in that it provides detailed data on the variables of the study, and it also provides a realistic explanation of the factors related to the subject of the study. , It also examines the present of accidents and things, whatever their type or scope, for the purpose of understanding this present and directing its future by updating, correcting and determining, or by suggesting other alternatives to try them and decide the possibility of adopting them to develop the present. The researcher implemented this approach by describing the study variables and the demographic characteristics of the respondents.

Study Community

The study population consisted of all counselors working in basic schools in the Arab community in Israel, and their number reached about (150) counselors and counsellors for the year (2022) statistic by the Israeli Central Bureau of Statistics.

Study Sample

The researcher chose a sample of the study population by the intentional non-probability method, the size of which was (100) counselors and guides, and table (1) shows the description of the study sample according to its independent variables:

Table (1): Distribution a sample the study according to for its variants Independent (n = 100)

independent variables	variable levels	Repetition	(%) percentage
Gender	Male	52	52.0
	female	48	48.0
	the total	100	100%
Qualification	diploma	28	28.0
	Bachelor's	52	52.0
	Master's degree and above	20	20.0
	the total	100	100%
Years of Experience	Less than 3 years old	36	36.0
	years (6-3)	18	18.0
	More than 6 years	46	46.0
	the total	100	100%
Number of training courses	Less than 3 courses	25	25.0
	courses (6-3)	35	35.0
	More than 6 courses	40	40.0
	the total	100	100%

Study Tool

After reviewing a number of previous studies and the tools used in them, the researcher developed a special questionnaire in order to identify the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel, and the tool was formed in its image The final consists of two parts: the first included preliminary data about the respondents represented in gender, educational qualification, number of years of experience, number of training courses, and the second could be one of the paragraphs that measure social problems resulting from the child's use of technological means of communication and its impact on social upbringing from the counselors' point of view In basic schools in the Arab community in Israel, where the number of these paragraphs reached (30) paragraphs, they were distributed into three main areas, and Table No. (2) shows that:

Table No. (2): Distribution of the study tool paragraphs on its main axes

number of paragraphs	Paragraph numbers in the field	axes
10	10-1	The use of technological means of communication
10	20-11	The field of social problems resulting from the use of technological means of communication
10	30-21	The field of socialization of children

30	the total
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The questionnaire was also designed on the basis of a five-dimensional Likert scale, the items were built in a positive and negative direction, and the weights were given to the items as follows: Strongly Agree: five degrees, Agree: four degrees, Neutral: three degrees, Opposing: two degrees, Strongly Agree: one degree.

Validity of The Tool

The researcher used two types of honesty in order to check the validity of the tool, namely: the apparent honesty by distributing the tool to a number of examinees who responded to it easily and easily, as the questions and paragraphs were clear to them, and this was an indication of the tool's apparent sincerity, and the second type of honesty that The researcher used it: the arbitrators' sincerity, where the researcher presented the tool to the doctor supervising the graduation project and a number of specialized arbitrators who made their observations on the tool, and then the researcher made the appropriate modifications referred to by the arbitrators.

Stability of The Study Tool

The stability of the tool is intended to give the scale the same result if it is re-used more than once under the same conditions and conditions, or in other words that we get close readings every time it is used and not change significantly if it is redistributed to the sample members several times during periods of time Certain, because the oscillating tool cannot be relied upon, nor can its results be taken into account, and therefore the results of the study will be unreassuring and misleading.

The researcher verified the stability of the study questionnaire by using the internal consistency method as follows:

Table No. (3): Cronbach's alpha scale to determine the degree of stability of the instrument

axles	Stability
The use of technological means of communication	0.77
The field of social problems resulting from the use of technological means of communication	0.88
The field of socialization of children	0.89

It is clear from the results shown in Table (3) that the value of Cronbach's alpha coefficient was acceptable on all axes of the measuring instrument and amounted to (0.77, 0.88, 0.89), respectively, and this indicates that the scale has a high degree of stability, as the value of Cronbach's alpha coefficient is acceptable In practice if ($\text{Alpha} \geq 0.60$).

Study Procedures

The study was conducted according to the following stages:

1. Secondary data collection stage: Secondary data were collected from many secondary sources such as books, articles, reports, theses, etc., in order to develop the theoretical framework for this study, and use it to build its tool and use it to reach the results of the study later.
2. The stage of primary data collection: After the questionnaire design was completed and reviewed, and its validity and reliability were confirmed, the researcher distributed it to the study sample members, in order to reach a sufficient volume of information to answer the study questions and reach the specified goals.
3. After completing the agreed upon period of time required to fill out the questionnaire, a process of collecting it, and then reviewing it to ensure its suitability for analysis, and excluding what did not work from it.
4. Data entry stage: The researcher entered the data collected through the questionnaire into the computer using the statistical package for social studies (spss), and then classified the data.
5. Data processing stage: The data was analyzed to obtain information about the study's dependent and independent variables, and to carry out statistical analyzes that answer the study's questions and test hypotheses in order to achieve the study's objectives.
6. Stage of discussion of results: The researcher discussed the results obtained through data analysis, in order to clarify the results obtained.

Study Design

The study consisted of two variables:

A. Independent Variables:

1. Gender: a. male b. female
2. qualification: a. diploma b. Bachelor's c. Master's degree and above
3. Number of years of experience: a. Less than 3 years old b. (3-6) years c. More than 6 years
4. Number of training courses: a. less than 3 courses b. (3-6) courses c. More than 6 courses

B- Dependent variable: It was represented in the response to the questionnaire's paragraphs related to the study of social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel.

Statistical treatments used in the study

The Statistical Package for Social Sciences (SPSS) program was used, using the following statistical treatments:

1. Arithmetic averages and percentages to answer the study questions.
2. T-test for independent samples to test hypotheses about Gender.
3. One-Way Analysis Variance to examine the hypotheses related to educational qualification variables, number of years of experience, number of training courses.
4. Cronbach's alpha equation (Cronbach's alpha).

Results related to the main study question

What are the social problems resulting from a child's use of technological means of communication and its impact on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel?

Percentage	Impact
less than 50%	low
n 50-59.9%	
n 60-69.9%	medium
n 70-79.9%	high
more than 80%	high

First: The use of technological means of communication:

Schedule (4) Arithmetic averages, standard deviations, and percentages of the degree of social problems resulting from the child's use of technological means of communication and their reflection on upbringing Social from the point of view of the guides in Basic schools in the Arab community in Israel according to the use of technological means of communication, arranged in descending order by degree

sequence	Paragraph	SMA	standard deviation	percentage	Degree of Impact
1	.Children own technology devices such as laptops	4.5850	0.49396	91.70	Too high
2	Children use technology networking sites to .communicate with friends	4.5750	0.49558	91.50	Too high
3	.Children use social media in the evenings	4.5400	0.49965	90.80	Too high
4	Children spend a lot of time using social media .while playing games	4.5400	0.49965	90.80	Too high
5	Children turn to technological networking sites for .entertainment and entertainment	4.5400	0.49965	90.80	Too high
6	Technological networking sites provide children .with easy ways to express ideas	4.5050	0.50123	90.10	Too high
7	Children have multiple accounts and subscriptions .through technology networking sites	4.4950	0.50123	89.90	Too high
8	The child uses tablets to communicate with his .peers	4.4850	0.50103	89.70	Too high
9	Children avoid using technology in front of their .parents	4.4800	0.50085	89.60	Too high
10	Technological means of communication cause children to be lazy in carrying out their duties .towards the family	4.4700	0.53903	89.40	Too high
A total score for the use of technology communication media		4.5215	_ 0.50318	90.43	Too high

*Maximum score for the number (5) and for the field.(75)

It is clear from Table (4) that the total degree of social problems resulting from the child's use of technological means of communication and their reflection on social upbringing from the point of view of the counselors in basic schools in the Arab society in Israel, according to the field of use of technological means of communication, was also very high, as the value of the average ratio reached The total percentage of respondents' response to all paragraphs in this field.(%90.43) .

Second: The field of social problems resulting from the use of technological means of communication

Table (5) Arithmetic means, standard deviation, and percentages of the degree of social problems resulting from the use of The child of technological means of communication and its reflection on upbringing Social from the point of view of the guides in Primary schools in the community The Arab in Israel according to the domain of social .problems resulting from the use of technological means of communication, arranged in descending order by degree

sequence	Paragraph	SMA	standard deviation	percentage	Degree of Impact
11	Technological communication makes children's relationships with family and .friends superficial	3.8667	1.18254	77.33	High
12	Technological means of communication isolate children from their family and social .surroundings	3.6619	1.13449	73.24	High
13	Technological means of communication are increasing conflicts between children and .their family members	3.5524	1.09353	71.05	High
14	With the use of technology, children are giving up the emotional support provided by .the family	3.4524	1.16575	69.05	medium
15th	Technological networking sites make children introverted from mixing with family .members	3.3810	1.18104	67.62	medium
16	Technological means of communication avoid .children's participation in family events	3.3714	1.13877	67.43	medium
17	Technological means of communication contribute to changing the child's role model .in behavior	3.3476	1.21321	66.95	medium
18	Technological media is changing some social .values	3.3190	1.24820	66.38	medium
19	Technological communication increases children's feelings of dissatisfaction with .reality	3.2190	1.24878	64.38	medium
20	Technological communication media for children builds an unrealistic ideal towards .society	3.0333	1.23886	60.67	medium
	The total score of the domain of social problems resulting from the use of technological means of communication	3.4205	82201. 0	68.41	medium

*Maximum score for paragraph (5) and for field.(75)

It is clear from Table (5) that the total degree of social problems resulting from the (5) that the total degree of the degree of social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel, according to the field of social problems resulting from the use of technological means of communication, was average, reaching The value of the average total percentage of respondents' response to all paragraphs in this field.(%68.41)

Third: the field of social upbringing of children

Schedule (6) Arithmetic means, standard deviation, and percentages of the degree of social problems resulting from the use of the child Technological means of communication and its impact on upbringing Social from the point of

view of the guides in Elementary schools in the Arab community In Israel according to the field of social upbringing .of children in descending order by degree

sequence	Paragraph	SMA	standard deviation	percentage	Degree of Impact
21	Technological communication negatively affects .a healthy social upbringing	4.1619	1.12920	83.24	too high
22	Technological means of communication cause behaviors that are far from moral values in .society	4.1190	93323. 0	82.38	Too high
23	Parents punish the child as a result of the long period of use of technological means of .communication	4.0381	96269. 0	80.76	Too high
24	Children feel insecure as a result of using technological means of communication	3.9810	91223. 0	79.62	High
25	The use of technological means of communication reduces the level of trust .between children and their parents	3.9619	1.04377	79.24	High
26	Technological media is causing children to .decline in their social behaviour	3.8238	1.17486	76.48	High
27	Technological communication reduces the child's treatment of family members with respect .and appreciation	3.8048	1.10889	76.10	High
28	Technological communication is causing constant conflict between children and their .parents	3.7190	1.07255	74.38	High
29	A child's addiction to technology media causes .parental punishment for the child	3.6810	1.07522	73.62	High
30	Technological media causes children to treat .their parents harshly	3.4667	1.29826	69.33	medium
Overall score for children's socialization		3.8757	71319. 0	77.51	High

*Maximum score for paragraph (5) and for field.(75)

It is clear from Table (6) that the total degree of the degree of social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of the counselors in basic schools in the Arab community in Israel, according to the field of social upbringing of children, was high, with the average value of the total percentage reaching Respondents' response to all paragraphs in this field (%77.51).

Arranging the domains according to the degree of social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel:

Table (7) arrange the fields according to the degree of social problems resulting from the child's use of technological means of communication and its reflection on upbringing Social from the point of view of the guides in Basic schools . in the Arab community in Israel

number	fields	average	standard deviation	percent age	Degree
1	Use of technological means of communication	5215 .4	_ 0.50318	90.43	Too high
2	Social problems resulting from the use of technological means of communication	3.4205	82201. 0	68.41	medium
3	social upbringing of children	3.8757	71319. 0	77.51	High

Total marks	3.9392	0.67946	78.78	High
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It is evident from Table (7) that:

The order of the domains according to the degree of social problems resulting from the child's use of technological means of communication and its impact on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel was as follows:

First place: the use of technological means of communication.

The second order: the field of social upbringing of children.

The third rank: the field of social problems resulting from the use of technological means of communication.

hypotheses results

Results related to the first hypothesis: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the gender variable. In order to test the hypothesis, an independent t-test was used, and the results of Table (8) show that:

Table (8) The results of the (t) test for the significance of the differences in the arithmetic averages , the social problems resulting from the child's use of technological means of communication and their reflection on social upbringing from the point of view of the counselors in basic schools in the Arab community in Israel, due to the . gender variable

gender	Male (n = 52)		female (n = 48)		(T) calculated	Indication level calculated
	average	deviation	average	deviation		
Use of technological means of communication	4.4508	0.22551	4.5158	0.21333	1.966-	0.06
Social problems resulting from the use of technological means of communication	2.0190	0.34296	1.9796	0.34037	0.760	0.44
social upbringing of children	2.0269	0.34158	2.5986	0.32558	0.689	0.38

*Statistically significant at the significance level ($\alpha \leq 0.05$)

It is clear from Table (8) that the value of the significance level calculated on the domains (use of technological means of communication, social problems resulting from the use of technological means of communication, social upbringing of children) according to the gender variable has reached, respectively (0.06, 0.44, 0.38), and these values are greater than The value of the significance level specified for the study ($\alpha \leq 0.05$) that is, we accept the null hypothesis that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of the counselors in Basic schools in the Arab community in Israel are attributed to the gender variable.

Results related to the second hypothesis: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the educational qualification variable. In order to test the hypothesis, the arithmetic averages were extracted according to the age variable, and then one-way ANOVA was used to identify the significance of the differences in degree according to the age variable. Tables (9) and (10) show that:

Table (9) Arithmetic averages, social problems resulting from a child's use of technological means of communication and their reflection on social upbringing from the point of view of counselors in basic schools in the Arab community .in Israel, attributed to the educational qualification variable

Qualification fields	diploma	Bachelor's	Master's degree and above
	average	average	average
Use of technological means of communication	4.4963	4.4824	4.4410
Social problems resulting from the use of technological means of communication	1.9543	2.0660	1.8205
social upbringing of children	1.5222	2.0111	1.0258

It is evident from Table (9) that there are differences between the arithmetic averages, and in order to find out whether these differences have reached the level of statistical significance, the One-Way ANOVA test was used, and Table (10) shows this:

Table (10) The results of the one-way variance analysis of the significance of the differences in social problems resulting from the child's use of technological means of communication and their reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the educational qualification variable

Qualification	Contrast source	sum squares	of degrees of freedom	mean deviation	"q" calculated	Indication level
Use of technological means of communication	between groups	0.162	4	0.065	1.374	0.24
	within groups	9.263	70	0.048		
	the total	9.525	74			
Social problems resulting from the use of technological means of communication	between groups	0.174	4	71 0.0	85 1.3	35 .0
	within groups	325 .9	70	69 0.0		
	the total	628 .9	74			
social upbringing of children	between groups	1.390	4	0.347	3.119	**0.01
	within groups	21.726	70	0.111		
	the total	23.116	74			

*Statistically significant at the level ($\alpha \leq 0.05$) ** Statistically significant at the level ($\alpha \leq 0.01$)

It is clear from Table (10) that the value of the significance level calculated on the domain (use of technological means of communication, social problems resulting from the use of technological means of communication) according to the educational qualification variable amounted to (0.24, 0.35) and this value is greater than the value of the significance level specified for the study ($\alpha \leq 0.05$) i.e. we accept the null hypothesis that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) on these two domains according to the educational qualification variable. As for the field of social upbringing of children according to the educational qualification variable, the calculated significance level value reached (0.01). This value is less than the significance level specified for the study ($\alpha \leq 0.05$), meaning that we reject the null hypothesis that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of the counselors in basic schools in the Arab community in Israel, it is attributed to the educational qualification variable.

Results related to the third hypothesis: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variable years of experience.

In order to test the hypothesis, the arithmetic averages were extracted according to the variable number of years of experience, and then one-way ANOVA was used to identify the significance of the differences in degree according to the variable of college and tables (11) and (12) showing that:

Table (11) Arithmetic averages Social problems resulting from a child's use of technological means of communication and their reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variable years of experience

Years of Experience	Less than 3 years	years 6-3	More than 6
	old average	average	years average
Use of technological means of communication	4.4759	4.4701	4.4767
Social problems resulting from the use of technological means of communication	1.9722	2.0838	1.9856
social upbringing of children	1.9536	2.0788	1.8924

It is clear from Table (11) that there are differences between the arithmetic averages, and in order to find out whether these differences have reached the level of statistical significance, the One-Way ANOVA test was used, and Table (12) illustrates this:

Table (12) Results of the one-way variance analysis of the significance of the differences in social problems resulting from the child's use of technological means of communication and their reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variable years of experience.

Years of Experience	Contrast source	sum of squares	degrees of freedom	mean deviation	"q" calculated	Indication level
Use of technological means of communication	between groups	0.183	4	0.046	0.955	0.43
	within groups	9.341	70	0.048		
	the total	9.525	74			
Social problems resulting from the use of technological means of communication	between groups	0.998	4	0.249	2.199	0.07
	within groups	22.118	70	0.113		
	the total	23.116	74			
social upbringing of children	between groups	77 0.9	4	25 0.2	2.022	** 0.04
	within groups	09 22.1	70	00 0.1		
	the total	025 .23	74			

Statistically significant at the level ($\alpha \leq 0.05$) Statistically significant at the level ($\alpha \leq 0.01$)

It is clear from Table (12) that the value of the significance level calculated on the domains (use of technological means of communication, social problems resulting from the use of technological means of communication) according to the variable number of years of experience has reached, respectively (0.43, 0.07) and these values are greater than the value of the specific significance level For the study ($\alpha \leq 0.05$), that is, we reject the null hypothesis that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its impact on social upbringing from the point of view of counselors in basic schools in the community The Arab in Israel is due to the variable years of experience.

Results related to the fourth hypothesis: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variable of training courses.

In order to test the hypothesis, the arithmetic averages were extracted according to the educational qualification variable, and then one-way ANOVA was used to identify the significance of the differences in degree according to the variable number of training courses and tables (13) and (14) showing that:

Table (13) Arithmetic averages the social problems resulting from the child's use of technological means of communication and their reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel are attributed to the variable of training courses.

Number of training courses fields	Less than years old 3 average	years 6-3 average	More than 6 years average
	Use of technological means of communication	4.4505	4.4993
Social problems resulting from the use of technological means of communication	2.1243	1.9807	1.9261
social upbringing of children	2.0174	1.5689	1.8956

It is evident from Table (13) that there are differences between the arithmetic averages, and in order to find out whether these differences have reached the level of statistical significance, the One-Way ANOVA test was used, and Table (14) shows this:

Table (14) Results of the one-way variance analysis of the significance of the differences in social problems resulting from the child's use of technological means of communication and their reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variable of training courses.

nature of the job	Contrast source	sum of squares	degrees of freedom	mean deviation	"q" calculated	Indication level
Use of technological means of communication	between groups	0.096	3	0.032	0.664	0.57
	within groups	9.429	71	0.048		
	the total	9.525	74			
Social problems resulting from the use of technological means of communication	between groups	0.879	3	0.293	2.583	0.06
	within groups	22.237	71	0.113		
	the total	23.116	74			
social upbringing of children	between groups	88 0.0	3	0.048	0.785	0.63
	within groups	35 9.4	71	0.498		
	the total	14 9.5	74			

Statistically significant at the level ($\alpha \leq 0.05$) Statistically significant at the level ($\alpha \leq 0.01$)

It is clear from Table (14) that the value of the level of significance calculated on the domains (the use of technological means of communication, social problems resulting from the use of technological means of communication, social upbringing of children) according to the variable number of training courses has reached, respectively (0.57, 0.06, 0.63) and these values greater than the value of the significance level specified for the study ($\alpha \leq 0.05$), that is, we accept the null hypothesis that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of Counselors in basic schools in the Arab community in Israel are attributed to the variable training courses.

Results:

Through the study analysis of the selected sample, applying the study to it, and drawing conclusions after analyzing their responses to the study, the results obtained will be discussed as follows:

Discussing the results of the main study question:

What are the social problems resulting from a child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel?

The result of the analysis of this question was: The degree of social problems resulting from the child's use of technological means of communication and its impact on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel was in a high degree and its percentage reached (78.78%), and this explains that there is a degree of to the social problems resulting from the use of technological means of communication, and this is shown by the fact that children, in light of the use of technological means of communication, give up the emotional support provided by the family to them, and technological means of communication cause children to isolate from their family and social surroundings, in addition to that technological means of communication increase There is a degree of conflict between children and their family members, in addition to the degree of social upbringing of children, where technological means negatively affect sound social upbringing, and technological means of communication cause behaviors far from moral values.

This result agreed with the results of (Ahmed, 2020) study (Al-Hashimi, et al., 2020) and study (Abakar, 2019), which showed that technological means of communication have a significant role in isolating individuals socially, and dismantling relationships between individuals in society. The results of the study are what was stated in the study (Hussain, 2016), which showed that technological means of communication contribute to maintaining permanent communication with others, and this difference can be attributed to the difference in the society and sample of the study, its location, the conditions of its conduct and the nature of the society in which the sample members live.

Discussing the results of the hypothesis analysis:

The results of the analysis of the first hypothesis: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the gender variable.

The results of the analysis of this hypothesis showed that they support the hypothesis that there are no statistically significant differences in the social problems resulting from the child's use of technological means of communication and their reflection

on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the gender variable, and this is explained by the fact that all working counselors in elementary schools in the Arab community in Israel, males and females emphasize the degree of social problems resulting from the use of technological means of communication and its impact on social upbringing.

Where technological communication sites provide children with easy ways to express ideas, and children have several accounts and subscriptions through technological communication sites, in addition to the fact that a child's use of technological means of communication leads to permanent lethargy and laziness, due to spending a long time following them, and the child's use of these The means impair communication skills with others, due to the decrease in effective communication between him and his community, his family and his colleagues, as the use of technological means of communication makes the child an introvert away from his family members, his community and his social environment.

This result agreed with the result of the study (Coyne, et.al, 2017), which showed that there were no differences according to the gender variable, and the results of the study contradicted what was stated in the study (Ahmed, 2020), which showed that there were differences according to the gender variable and it was in favor of females, and it can be Attributing this difference to the difference in the society and sample of the study and the nature of the society in which the sample members live.

The results of the analysis of the second hypothesis: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the educational qualification variable.

The results of analyzing this hypothesis showed that it accepts the hypothesis that there are no statistically significant differences in the social problems resulting from the use of technological means of communication and their reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the educational qualification variable, and this is explained by the fact that all counselors in Basic schools in the Arab community in Israel, from the academic qualification category, Master's degree or higher, emphasize the degree of social problems resulting from the use of technological means of communication and its impact on social upbringing, as there are several effects of technological means of communication on children, including hyperactivity, poor concentration, short attention spans, and difficulty communicating with children. Also, technological means of communication are not supportive of directing the child to adhere to morals in his dealings with members of society, and the content displayed on it leads to drawing a virtual world in the child's mind.

This result agreed with the result of the study (Ahmed, 2020) and the study (Kujath, 2011), which showed that there were no differences according to the educational qualification variable. This difference can be attributed to the difference in the society and sample of the study, its location, the conditions of its conduct and the nature of the society in which the sample members live.

The results of the third hypothesis analysis: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variable number of years of experience.

The results of analyzing this hypothesis showed that it accepts the hypothesis that there are no statistically significant differences in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variable number of years of experience, and this is explained that all Counsellors in elementary schools in the Arab community in Israel, with their different years of experience, emphasize the degree of social problems resulting from the use of technological means of communication and its impact on social upbringing.

The counselors, according to their years of experience, confirm that technological means of communication lead children to feel negative feelings such as depression, sadness and a tendency to suicidal thoughts. Feeling very lethargic and lethargic.

This result agreed with the result of the study (Abakar, 2019) and the study (Coyne, et.al, 2017), which showed that there were no differences according to the variable number of years of experience. The results of the study contradicted what was stated in the study (Miller, et al, 2010, which showed There are differences according to the variable number of years of experience and in favor of the category of years of experience more than 6 years, and this difference can be attributed to the difference in the society and sample of the study, its location, the conditions of its conduct and the nature of the society in which the sample members live.

The results of the analysis of the fourth hypothesis: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variable number of training courses.

The results of analyzing this hypothesis showed that it accepts the hypothesis that there are no statistically significant differences in the social problems resulting from the child's use of technological means of communication and its reflection on social upbringing from the point of view of counselors in basic schools in the Arab community in Israel due to the variable number of training courses, and this is explained that all Counsellors in basic schools in the Arab community in Israel, with the different number of training courses, emphasize the degree of social problems resulting from the use of technological means of communication and its impact on social upbringing, as children are away from using technological means in front of their parents, and technological means of communication cause children to be lazy in carrying out their duties. Towards the family, in addition to the fact that children spend a long time using technological communication sites in playing, and technological means of communication for children build an ideal and unrealistic image towards society.

This result agreed with the result of the study (Al-Hashimi, et al., 2020) and the study (Coyne, et.al, 2017), which showed that there were no differences according to the variable number of training courses, and none of the previous studies opposed this result.

Recommendations

After reaching the results, it is necessary to take into account some useful recommendations for decision makers, which are as follows:

1. The need to raise awareness of the use of technological means of communication, reduce its negative effects, and enhance its positive role in society and the laws regulating it.
2. Follow-up the work of the guides in dealing with cases of wrong use and abuses of technological means of communication, and keenness to raise their efficiency in various fields.
3. Work on preparing an educational material on the methods of social upbringing that control the technological means of communication that target the family and the school, considering that they are the environment for the establishment and upbringing of children for long periods of time.
4. Raising the level of counselors' efficiency in dealing with various cases and issues that they may face, such as cases of wrong use of technological means of communication, through good scientific preparation and keeping pace with developments and developments that impose themselves in various areas of life through academic courses.
5. Intensive practical training that contributes to the refinement of knowledge, skills and experiences of dealing with cases in light of children's use of technological means of communication.
6. Ensuring the continuous development and development of counselors in the field of dealing with different cases so that they are provided with all the latest theories, strategies and methods of dealing through intensive training courses and workshops, and encourage them to self-development and knowledge.

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