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Analysis of high school students' awareness of the psychosocial effects of internet addiction

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Abstract: The present study aims to determine secondary school students' awareness of the psychosocial consequences of Internet addiction and to investigate differences in the level of awareness based on students' sociodemographic characteristics (Sex, grade level, number of family members, parent's marital status, education and occupation of the parents, and the family's monthly income). A cross-sectional descriptive study was conducted from December 10, 2022, to December 30, 2023. The sample included (765) secondary school students were (375 males and 390 females). The population was composed of 10th and 12th grade students withdrawn from ten high schools located in the Babylon Governorate in Iraq. The results of the study revealed a variation in participants' awareness of their knowledge of the psychosocial effects of Internet addiction, as more than half of them (57.5%) recorded a fair level of awareness, while (40.1%) of them recorded a good level, and only (2.4%) exhibited a waek level of awareness. Furthermore, the data revealed notable gender and grade-level differences in psychosocial awareness. Females exhibited a higher level of awareness (51.5%) compared to males. Additionally, students in the 10-grade showed a relatively higher rate of good psychosocial awareness (44.9%). It is necessary to understand the demographic factors in shaping awareness of the effects of Internet addiction, which helps in developing targeted intervention strategies to enhance awareness and improve students' control behaviors.

Keywords: *Addiction, Awareness, Effects, Internet, Psychological, Social, Students.*

1. Introduction

Many people all over the world now consider the Internet to be essential to their daily lives since it is utilized for a variety of purposes, including personal communication, business, education, sports, and entertainment. The worldwide community's ability to communicate and share ideas and information about culture and society is significantly impacted by the Internet [1].

On the other hand, the number of social network users in the world is steadily increasing day by day. Most people nowadays, especially young people, use social networks regularly. Which exposes them to some harmful effects as a result of the increased use of the Internet [2].

Epidemiological studies and clinical reports suggest that internet use can occasionally become excessive and out of control, which can harm people's lives. Excessive use of the Internet can result in serious issues. Internet Addiction (I.A) is described as the frequent and reckless use of electronic devices, which may be present for a long time when engaging in non-work-related activities [3].

The symptoms of I.A, also known as "pathological Internet usage" or "network behavior dependence," include problematic and excessive Internet use, signs of withdrawal and tolerance, and problems with relationships, mental health, and social development [3, 4]. One of the psychological issues that lowers adolescent academic achievement is excessive use of the Internet [5, 6].

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Internet misuse and Internet abuse can result in I.A which is classified as an impulse control disorder [4]. It has been described as an excessive preoccupation with desires or behaviors related to smartphone use, as well as Internet access or its mismanagement, which causes impairment or suffering. Internet addiction disorder has received significant attention in the media as well as among scientists, and this focus is consistent with advances in technology and access to the Internet [6, 7].

Many Internet users now face these issues the main signs of I.A. are mood swings, preoccupation, and an unwillingness to set time limits for using the Internet and related electronics [8]. This could affect other aspects of life, such as work performance, family ties, and academic success [9].

A variety of risk factors are associated with I.A., Including socio-demographic characteristics (such as male gender, younger age, and relatively high family income), Internet use patterns (such as online activity, use of social applications and games), psychological variables (such as impulsive behavior, neuroticism, and isolation), and the accompanying pathological symptoms (such as depressive episodes, tension, and general psychopathology), which means that these factors contribute to increasing vulnerability to growing Internet use-related hazards [10, 11].

Furthermore, several studies have identified social difficulties, introversion, and inadequate interpersonal interaction skills as prevalent factors contributing to Internet addiction. Online interaction provides a safe alternative for individuals facing the above difficulties, enabling them to avoid the rejection and anxiety associated with direct interpersonal communication [12, 13]. Teenagers who are Internet addicts are more prone to experience mental health issues than other teenagers who are considered to be regular Internet users. Some of the symptoms include sadness, feeling depressed, and losing interest in routine activities [14]. Media multitasking (constant use of multiple social media platforms to maintain low self-esteem), which is associated with depressive and social anxiety symptoms, is also present among adolescents with IAD [15]. Adolescents construct their reality through the fusion of their offline and online environments, with the latter serving as the "dominant world." Traditional leisure pursuits such as reading and outdoor recreation are being abandoned by children and adolescents in favor of new media and electronic devices [16].

Adolescents, particularly secondary school students, are highly susceptible to I.A due to their developmental stage and increased access to digital devices. Understanding their awareness of the negative consequences of Internet addiction is crucial for several reasons. Firstly, it enables educators and parents to implement informed interventions that promote responsible Internet use and mitigate potential harm. Secondly, enhancing awareness can empower students to make informed decisions about their online behaviors, thereby fostering healthier digital habits [17].

This study aims to explore the psychosocial awareness of secondary school students regarding the consequences of Internet addiction. It investigates how demographic factors such as gender, grade level, and family background influence awareness levels. By examining these factors, the study seeks to provide insights that contribute to effective educational strategies and support mechanisms for addressing I.A among adolescents. In light of the increasing prevalence of Internet addiction among youth, this research contributes to the broader discourse on digital health and highlights the importance of proactive measures in promoting balanced and responsible Internet use among adolescents.

2. Methods and Material

2.1. The Study Design

A cross-sectional descriptive study design was conducted in this study that performed in Iraq / Babylon Governorates between December 10, 2022, and December 30, 2023. Descriptive cross-sectional research assesses the disease or condition, together with any pertinent contributing factors, in a specific population at a given moment. Cross-sectional research can be understood as a momentary depiction of the occurrence and characteristics of a disorder in a community [18]. This type of data can be used to assess the prevalence of a population's ailment. Nevertheless, it is important to note that drawing inferences about causality from this type of research should be avoided due to the simultaneous

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measurement of exposure and disease status. Typically, it is challenging to determine the chronological order of the exposure and the disease.

2.2. Participants

The present study included (765) secondary school students, there were (390) girls and (375) boys, recruited from ten high schools distributed in the center and districts of Babylon Governorate in Iraq. The sample is a miniature model of the study population used by the researcher to research it. To ensure that the population of the research is properly represented, and to accomplish the goal of the research, to choose the study sample the researcher utilized the simple random sampling approach.

2.3. Study Instrument

The questionnaire consists of closed questions, and requires participants to choose an answer from a limited set of options, usually in the form of multiple-choice questions. The questionnaire consists of two sections designed primarily to cover all aspects of the study. The first section covers the socio-demographic profile of the participants including (gender, educational level, number of family members, marital status of parents, parents' education and occupation, and monthly family income). The second section of the subsequent questionnaires studied high school students' socio-economic impacts of Internet addiction. This scale consists of 20 items on a Likert scale (aware, somewhat aware, and not aware).

2.4. Data Collection

The data were gathered by utilizing the structured questionnaire and the interview technique with the participants. Data collection tools were distributed in the period from 5th October until 30th November 2023; under the observation of the teachers and the researcher after the required explanations were presented. Students were instructed that they weren't needed to enter their names on the questionnaire. The data gathering was done in about 15-20 minutes from each student.

2.5. Reliability of the Questionnaire

Data were collected using a special questionnaire that was presented to ten experts in various nursing fields. These experts included pediatricians, behavioral addiction experts, psychiatric nursing, and community health nursing. In addition, the questionnaire was presented to a statistician and a linguist. The questionnaire was evaluated for reliability and validity, and the results achieved a rate of more than 80%.

The questionnaire evaluation process included the following steps:

1. Questionnaire design: The questionnaire was carefully designed to cover all aspects of the study.
2. Validation: The questionnaire was presented to experts in their fields to assess its accuracy and comprehensiveness.
3. Reliability testing: The questionnaire was tested on a pilot sample to ensure the stability and reproducibility of the results.
4. Statistical analysis: The primary data was analyzed using approved statistical programs to verify the stability and validity of the results.

This process helped ensure that the questionnaire was reliable and valid, which enhances the accuracy of the final results of the study.

2.6. Analysis of Data

Data were entered and analyzed using SPSS version (24). Continuous data were represented by arithmetic mean and standard deviation, while categorical variables were summarized by frequencies and percentages.

Statistical analyses included the use of Chi-square test and binary multiple logistic regression test. The probability value (P-value) of less than 0.05 showed statistical significance.

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To ensure the accuracy of the results, the study followed the following steps:
1. Data cleaning: The data were validated and outliers and errors were removed.
2. Data analysis: The data were analyzed using advanced statistical techniques to determine the relationships between variables.
3. Assumption verification: The basic assumptions of the logistic regression analysis were verified to ensure the validity of the results.
4. Interpretation of results: The results were carefully interpreted to identify the factors affecting students' awareness of the psychological and social effects of Internet addiction.
These procedures are necessary to ensure the quality and accuracy of the statistical analysis and to enhance the reliability of the results obtained from the study.

2.7. Approved by Ethics

The study was carried out in compliance with moral guidelines derived from the Helsinki Declaration. Before sample collection, the students gave their verbal and written agreement for the study to proceed. In compliance with Document No. 511 (June 11, 2023) the subject information, study methodology, and the permission form were approved after being reviewed by the local ethics commission.

3. Results of the Study

Table (1) illustrates that the total sample that participated in the current research consisted of (765) secondary school students of both sexes, where the number of females reached (n = 390) at a rate of 51% compared to the males who were (n= 375) at a rate of 49%. The respondents were recruited from three grade levels, where the highest participation rate was from the tenth grade (n = 285; 37.3%). The parents' educational level of the sample members was as follows: most fathers obtained a secondary certificate (n = 219; 86.6%), and most mothers obtained an institute certificate (n = 173; 22.6%). For fathers who do not read or write, their percentage was the lowest in the study (n = 13; 1.7%), and for mothers with MSc. Or Ph.D., their percentage was the lowest in the study (n = 6; 0.8%).

Focusing on the number of family members of the respondents, it was found that most of them live in a family consisting of 7-9 members (n = 282; 36.9%). The father's occupation for most of the study sample was free business (n = 435; 56.9%), and most of the mothers of the respondents were housewives (n = 564; 73.7%). The family income for most of the study sample ranged from 300 to 600 thousand Iraqi dinars (n = 320; 41.8%). Followed by 601.000-900.000 $ (n = 292; 43.2%).

Table 1.
Distribution of the study respondents based on their demographic information (N= 765).

Demographic variables	Rating & intervals	F	%
Sex	Male	375	49.0%
	Female	390	51.0%
Grade level	Tenth	285	37.3%
	Eleventh	236	30.8%
	Twelveth	244	31.9%
Parent's marital status	Married	606	79.2%
	Separated	30	3.9%
	Divorced	65	8.5%
	Widower	64	8.4%

Demographic variables	Rating & intervals	F	%
Father's (Educational Level)	Do not R&W	13	1.7%
	R&W	33	4.3%
	Primary school	85	11.1%
	Middle school	59	7.7%
	Secondary school	219	28.6%
	Institute	179	23.4%
	Bachelor's degree	159	20.8%
	MSc or Ph.D.	18	2.4%
Mother's (Educational Level)	Do not R&W	17	2.2%
	R&W	72	9.4%
	Primary school	105	13.7%
	Middle school	126	16.5%
	Secondary school	168	22.0%
	Institute	173	22.6%
	Bachelor's degree	98	12.8%
	MSc or Ph.D.	6	0.8%
Size of family members	1-3	100	13.0%
	4-6	276	36.1%
	7-9	282	36.9%
	≥ 10	107	14.0%
Father (Occupation)	Employee	263	34.4%
	Free business	435	56.9%
	Retired	59	7.7%
	Unemployed	8	1.0%
Mother (Occupation)	Employee	194	25.4%
	Retired	7	0.9%
	Housewife	564	73.7%
Family monthly income	< 300.000 $	88	11.5%
	301.000-600.000 $	320	41.8%
	601.000-900.000 $	262	34.2%
	≥ 901.000 $	95	12.4%
Total		N= 765	100%

Note: **F:** frequency, **N:** number, **%:** Percentage, **$:** USD, **Ph.D.** Doctor of Philosophy. **MSc.** Master of Science, **R&W:** Read & Write

The frequencies and percentages of the secondary school student's responses on the second scale (awareness of the psychosocial effects of I.A.) are displayed in the above table. The twentieth question recorded the highest level of awareness with a mean of (2.56) and S.D (.559), followed by the sixteenth question with a mean of (2.55) and S.D (.559). The fifth question recorded the lowest level of awareness with a standard deviation (.575) and arithmetic mean (1.81).

Table (3) revealed that (57.5%) of the study sample have a fair level of psychosocial awareness about the effects of internet addiction. Females recorded a higher level of psychosocial awareness (51.5%) than males who scored (28.3%). The respondents from the tenth grade recorded a good psychosocial awareness rate (44.9%), followed by the eleventh grade (40.7%), and the twelveth grade (34.0%). According to the marital status of the parents of the respondents, married parents recorded the best level of psychosocial awareness (39.6%) compared to the other statuses.

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Table 2.
Descriptive statistics of the study sample responses according to the awareness scale of the psychosocial effects of internet addiction.

No.	Scale items	Aware	Somewhat aware	I Don't aware	X	S.D	A.S
		F %	F %	F %			
1.	An increased sense of anxiety and tension when there is an obstacle that prevents an internet connection	119 (15.6%)	560 (73.2%)	86 (11.2%)	2.04	.516	Fair
2.	Feeling depressed when disconnected from the Internet	329 (43.0%)	410 (53.6%)	26 (3.4%)	2.40	.555	Good
3.	Feeling irritable and nervous when disconnected from the Internet	186 (24.3%)	514 (67.2%)	65 (8.5%)	2.16	.551	Fair
4.	Feeling mood swings due to internet addiction	146 (19.1%)	525 (68.6%)	94 (12.3%)	2.07	.556	Fair
5.	A feeling of Distraction and psychological instability	68 (8.9%)	486 (63.5%)	211 (27.6%)	1.81	.575	Fair
6.	The feeling that life without the Internet is empty and boring	289 (37.8%)	464 (60.7%)	12 (1.6%)	2.36	.513	Good
7.	High aggressive behavior	59 (7.7%)	515 (67.3%)	191 (25.0%)	1.83	.545	Fair
8.	Loss of self-confidence	63 (8.2%)	559 (73.1%)	143 (18.7%)	1.90	.509	Fair
9.	Separation from real life and living in fantasies	331 (43.3%)	408 (53.3%)	26 (3.4%)	2.40	.555	Good
10.	Neglecting the practice of traditional hobbies	355 (46.4%)	396 (51.8%)	14 (1.8%)	2.45	.533	Good
11.	Causing financial and economic problems for the family	62 (8.1%)	555 (72.5%)	148 (19.3%)	1.89	.512	Fair
12.	A kind of social isolation from others	338 (44.2%)	423 (55.3%)	4 (0.5%)	2.44	.507	Good
13.	Losing a lot of friends	409 (53.5%)	353 (46.1%)	3 (0.4%)	2.53	.507	Good
14.	Decreased participation in family activities	322 (42.1%)	414 (54.1%)	29 (3.8%)	2.38	.559	Good
15.	Weakness in social interaction with others in public events	354 (46.3%)	387 (50.6%)	24 (3.1%)	2.43	.555	Good
16.	Learn socially and morally unacceptable behaviors	449 (58.7%)	291 (38.0%)	25 (3.3%)	2.55	.559	Good
17.	Loss of trust in others	398 (52.0%)	364 (47.6%)	3 (0.4%)	2.52	.508	Good
18.	Increasing imaginary friendships that are not real	323 (42.2%)	413 (54.0%)	29 (3.8%)	2.38	.559	Good
19.	Increased problems with family members and friends	349 (45.6%)	392 (51.2%)	24 (3.1%)	2.42	.555	Good
20.	Causing family disintegration	452 (59.1%)	288 (37.6%)	25 (3.3%)	2.56	.559	Good

Note: **F:** Frequency**, %:** Percentage**, S.D:** Standard Deviation**, A.s:** Assessment, **Good**: Mean > 2.33, **Fair:** Mean = 1.67 – 2.33, **Poor**: Mean < 1.67

As for the parents' educational level respondents, the best level of psychosocial awareness was among those whose parents were secondary school graduates (43.8%). Likewise, for mothers, the best level of psychosocial awareness was (42.3%) for women with a secondary school certificate. Participants

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with a family of 7-9 reported the best level of psychosocial awareness (41.5%). Participants whose free business fathers had the best level of psychosocial awareness (41.6%), and those with housewife mothers had the best level of psychosocial awareness (40.2%). The results of the above table also revealed that the best percentage of psychosocial awareness was among respondents who had a monthly income of 301.000-600.000 $ (40.6%).

Table 3.
Awareness of the psychosocial effects of internet addiction concerning socio-demographic variables for the study sample.

Demographics variables	Rating & intervals	Level of psycho-social awareness		
		Good n (%)	Fair n (%)	Poor n (%)
Sex	Male	106 (28.3%)	251 (66.9%)	18 (4.8%)
	Female	201 (51.5%)	189 (48.5%)	0 (0%)
Grade level	Tenth	128 (44.9%)	152 (53.3%)	5 (1.8%)
	Eleventh	96 (40.7%)	132 (55.9%)	8 (3.4%)
	Twelveth	83 (34.0%)	156 (63.9%)	5 (2.0%)
Parent's marital status	Married	240 (39.6%)	350 (57.6%)	16 (26.6%)
	Separated	14 (46.7%)	16 (53.3%)	0 (0%)
	Divorced	28 (43.1%)	36 (55.4%)	1 (1.5%)
	Widower	25 (39.1%)	38 (59.4%)	1 (1.6%)
Father's educational level	Do not read and write	6 (46.2%)	7 (53.8%)	0 (0%)
	Read and write	11 (33.3%)	22 (66.7%)	0 (0%)
	Primary school graduate	42 (49.4%)	40 (47.1%)	3 (3.5%)
	Middle school graduate	24 (40.7%)	34 (57.6%)	1 (1.7%)
	Secondary school	96 (43.8%)	119 (54.3%)	4 (1.8%)
	Institute graduate	64 (35.8%)	110 (61.5%)	5 (2.8%)
	Bachelor's degree	59 (37.1%)	95 (59.7%)	5 (3.1%)
	MSc or Ph.D.	5 (27.8%)	13 (72.2%)	0 (0%)
Mother's educational level	Do not read and write	7 (41.2%)	10 (58.8%)	0 (0%)
	Read and write	25 (34.7%)	45 (62.5%)	2 (2.8%)
	Primary school graduate	49 (46.7%)	53 (50.5%)	3 (2.9%)
	Middle school graduate	49 (38.9%)	74 (58.7%)	3 (2.4%)
	Secondary school	71 (42.3%)	95 (56.5%)	2 (1.2%)
	Institute graduate	70 (40.46%)	98 (56.64%)	5 (2.9%)
	Bachelor's degree	35 (35.7%)	60 (61.2%)	3 (3.1%)
	MSc or Ph.D.	0 (0%)	6 (100%)	0 (0%)
Number of family members	1-3	39 (30.0%)	60 (60.0%)	1 (1.0%)
	4-6	102 (37.0%)	165 (59.8%)	9 (3.3%)
	7-9	117 (41.5%)	161 (57.1%)	4 (1.4%)
	≥ 10	49 (45.8%)	54 (50.5%)	4 (3.7%)
Father's occupation	Employee	100 (38%)	159 (60.5%)	4 (1.5%)
	Free Business	181 (41.6%)	244 (56.1%)	10 (2.3%)
	Retired	21 (35.6%)	34 (57.6%)	4 (6.8%)
	Unemployed	5 (62.5%)	3 (37.5%)	0 (0%)
Mother's occupation	Employee	75 (38.7%)	115 (59.3%)	4 (2.1%)
	Retired	5 (71.4%)	2 (28.6%)	0 (0%)
	Housewife	277 (40.2%)	323 (57.3%)	14 (2.5%)
Family monthly income	< 300.000 $	33 (37.5%)	52 (59.1%)	3 (3.4%)
	301.000-600.000 $	130 (40.6%)	185 (57.8%)	5 (1.6%)
	601.000-900.000 $	109 (41.6%)	144 (55%)	9 (3.4%)
	≥ 901.000 $	35 (36.8%)	59 (62.1%)	1 (1.1%)

Note: **n:** number**, %:** Percentage**, $:** USD

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Table 4 Out of (765) participants, more than half of them (n=440; 57.5%) had a fair level of psychosocial awareness of the effects of I.A., and (n=307; 57.5%) recorded a good level. And only (n=18; 2.4%) have a poor level of awareness.

Table 4.
Overall level of awareness of the psychological effects of internet addiction among secondary school students.

Scale	Min.	Max.	Mean	S.D	Score	n	%
Awareness of the psychological effects of I.A scale (20 Q)	1.50	3.00	2.27	.28872	Good	307	40.1%
					Fair	440	57.5%
					Poor	18	2.4%
					Total	765	100 %

Note: **F:** Frequency**, %:** Percentage**, S.D:** Standard Deviation**, Good**: Mean > 2.33, **Fair:** Mean = 1.67 – 2.33, **Poor**: Mean < 1.67

Table 5 indicates that there is a significant relationship between awareness of the psychosocial effects of internet addiction and sex variables among secondary school students in Babylon Province at a P-value > 0.05. The findings of the above schedule also showed, there is no statistically significant correlation concerning the grade levels, the parent's marital status, the academic level of the father and mother, the Size of family members, the occupation of the father and mother, and the monthly income of the family.

Table 5.
The correlation between Awareness of the psychosocial Effects of Internet Addiction and Socio-Demographic Variables for the Study Sample.

Level of psychosocial awareness / Demographics variables	Chi-square test			
	X^2	D.F	P. Value	Ass.
Sex	55.861	2	.000	H.S
Grade level	8.240	4	.083	N.S
Parent's marital status	1.979	6	.922	N.S
Father's educational level	11.728	14	.628	N.S
Mother's educational level	10.362	14	.735	N.S
Number of family members	6.661	6	.353	N.S
Occupation of father	8.815	6	.184	N.S
Occupation of Mother	3.220	4	.522	N.S
Monthly income of the family	4.510	6	.616	N.S

Note: **X^2** = Chi-square**, D.F** Degree of Freedom, **Ass.** Assessment, **H.S.** high Significance, **P. > 0.05.** **N.S.** Non-Significance

4. Discussion

The present study is a cross-sectional descriptive study that consisted of (765) students of both genders, females (n = 390; 51%) and males (n = 375; 49%). They were in three grade levels (tenth, eleventh, and twelveth).

The current study's primary objective was to detect the level of awareness of secondary school students of the psychosocial effects caused by Internet addiction. To achieve this goal, a questionnaire

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was built by the researcher, which consisted of 20 items with three options on the Likert scale (aware, somewhat aware, and I don't aware). Based on the arithmetic mean of the respondents' answers ranging from 1-3, the psychosocial awareness was determined by three levels: (mean > 2.33 = good, mean = 1.67 – 2.33= fair, mean < 1.67 = poor).

Table (2) showed that the thirteen items on the scale scored at a good level of psychosocial awareness, while seven items scored at a fair level. The scale as a whole had a weighted mean of (2.37) > (2.33). The results of this table indicate that most secondary school students in Babylon Province have a good awareness of the psychosocial effects of Internet addiction. The twentieth question from Table (2), which states that (internet addiction causes family disintegration), recorded the best level of psychosocial awareness with an arithmetic mean of (2.56). This finding is consistent with those obtained by this study [19, 20, 21, 22] which the results revealed that I.A. reduced family communication. The sixteenth question, which states (Internet addiction leads to learning socially and morally unacceptable behaviors) recorded a good level of psychosocial awareness with an arithmetic mean of (2.55). This result is consistent with a prior investigation carried out by this study [23, 24, 25] the findings showed that the extensive use of the Internet facilitates the learning of the prevalence of cyberbullying, and bad habits in social media. Also, the thirteen questions, which state (Internet addiction leads to losing a lot of friends) recorded a good level of psychosocial awareness and an arithmetic mean of (2.53). This result is consistent with the various previous studies conducted by [26, 27, 28, 29]. The results of these studies revealed that most of the respondents confirmed that they prefer online friendships more than real-life friends.

The results of Table (3) which was used to determine the relationship between awareness of the psychosocial effects of I.A. and the socio-demographic information of the respondents, showed that there is a relationship between sex and psychosocial awareness. As for the rest of the respondents' demographic data, there was no relationship between them and their awareness of the psychosocial effects of Internet addiction. It is known that human beings are different because they have varying degrees of understanding, thinking, and awareness, and that human problems are classified according to their awareness of them. Human awareness plays a major role in diagnosing and solving the problem. According to these findings, all students, regardless of their sociodemographic differences, should be aware of the seriousness of Internet addiction in their psychosocial lives and academic performance. When they realize the real problem, it will help them avoid falling into the trap of Internet addiction.

Table (4) results showed that more than half of the study sample (n=440; 57.5%) have a fair level of psychosocial awareness of the effects of I.A., (n=307; 57.5%) recorded a good level, and only (n=18; 2.4%) have a poor level of awareness. Females recorded a higher level of psychosocial awareness (51.5%) than males, and the respondents from the fourth grade recorded a good psychosocial awareness rate (44.9%). The results indicate that the level of general awareness among high school students about the effects of Internet addiction ranges from good to acceptable, with a very small percentage of students showing poor awareness. There seems to be a need for increased awareness efforts to develop the level of awareness among students, especially those with acceptable or poor awareness, to ensure a comprehensive understanding of the psychological and social effects of Internet addiction and how to deal with it effectively.

The results of Table (5) which was used to determine the relationship between awareness of the psychosocial effects of Internet addiction, and the socio-demographic information of the respondents, showed that there is a relationship between sex and psychosocial awareness. As for the rest of the respondents' demographic data, there was no relationship between them and their awareness of the psychosocial effects of Internet addiction. It is known that human beings are different because they have varying degrees of understanding, thinking, and awareness, and that human problems are classified according to their awareness of them. Human awareness plays a major role in diagnosing and solving the problem. According to these findings, all students, regardless of their sociodemographic differences, should be aware of the seriousness of Internet addiction in their psychosocial lives and academic

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performance. When they realize the real problem, it will help them avoid falling into the trap of Internet addiction [30, 31].

5. Conclusions

Based on the results of the current research, the following were concluded:

1. The majority of the study participants had an average level of awareness of the psychological and social effects of Internet addiction.

2. Females showed a higher level of awareness of the psychological and social effects of Internet addiction than males.

3. The results did not show a statistically significant relationship between the study sample's awareness of the psychological and social effects of Internet addiction and their educational levels, the parents' social status, their professions and educational qualifications, the number of family members, and the family's monthly income.

6. Recommendations

The Internet has become an essential part of our daily lives, including in the educational field. However, excessive use of the Internet can lead to serious problems, especially among adolescents. Based on the results of the study, regulating Internet use and promoting its responsible use is crucial to improving the quality of education and life.

6.1. Raising Awareness Among Families: Parents Should Be Aware of the Risks Associated with Internet Addiction and its Potential Negative Effects on the Mental Health, Academic Performance, and Social Life of Their Children. to Achieve This, The Following Is Recommended

- Organizing awareness workshops: Educational workshops and seminars should be organized for families on how to recognize the signs of Internet addiction, methods of controlling use, and promoting a balance between digital and other activities.
- Providing educational resources: Educational materials and practical guides should be provided to families on strategies for dealing with Internet addiction and directing them to appropriate sources for advice and support.
- Developing guidance programs: Ongoing guidance programs should be developed for families to help them follow up on their children's developments and provide the necessary psychological and social support.

6.2. Suggestions for Future Research: To Ensure a Comprehensive Understanding of the Problem and Develop Effective Solutions, It is Recommended to

- Use diverse criteria and tools: Multiple assessment criteria and tools should be used to measure the impact of Internet addiction on various aspects of students' lives, such as mental health, academic performance, and social activities.
- Conduct multi-group studies: It is preferable to conduct similar studies on diverse student groups from different educational categories and social environments to identify the specific challenges of each group and provide solutions that suit their needs.
- Evaluate the effectiveness of interventions: The effectiveness of programs and policies implemented to combat Internet addiction should be evaluated and improved based on the results of previous studies and effective practices.

Implementing these recommendations will contribute to raising awareness and finding customized solutions to Internet addiction problems, which will help improve the quality of students' lives and support them in achieving academic and social success.

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7. Limitations

Some students refused to participate in the study. Not all secondary schools participated due to time constraints and school vacations that the researcher faced during the study.

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