



وزارة التعليم العالي
والبحث العلمي
Ministry of Higher Education & Scientific Research



للعلوم الانسانية

مجلة

السلام للجامعة

مجلة فصلية محكمة للعلوم الإنسانية
تُصدرها كلية السلام الجامعة



الرقم الدولي للمجلة

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المجلد الثاني

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حزيران

١٤٤٧هـ - ٢٠٢٦م



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السلام الجامعة

مجلة فصلية محكمة للعلوم الإنسانية
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- الحقوق محفوظة للمجلة.
- الحقوق محفوظة للباحث من تاريخ تسليم البحث إلا في حالة تنازله خطياً.

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الأستاذ طارق العاني / اللغة الإنكليزية

الإشراف الطباعي والالكتروني

أ.م.د. يوسف نوري حمه باقي

لغة النشر

اللغة العربية، اللغة الإنكليزية

التحكيم العلمي

البحوث التي تقبل للنشر في المجلة تعرض على أساتذة خبراء متخصصين تختارهم

هيئة تحرير المجلة

مجالات التوزيع

جمهورية العراق، والدول العربية والدول الأجنبية على سبيل التبادل الثقافي والعلمي

مصادر التمويل: ذاتية

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رئيس قسم المالية والمصرفية / كلية السلام الجامعة

كلمة العدد

الحمد لله رب العالمين والصلاة والسلام على أشرف المرسلين، وعلى آله الطاهرين وصحبه أجمعين، وبعد:

بين يديك عزيزي القارئ العدد الثالث والعشرون من "مجلة السلام الجامعة" التي تعانق أخواتها المجلات العلمية المحكمة التي تعتمد المستوعبات العلمية العالمية أحد أهم الجوانب في حساب المعدل التراكمي من خلال تواجدها في الموقع الإلكتروني الوزارة التعليم العالي والبحث العلمي الخاص بالمجلات العلمية لتصنيف الجامعات والكليات الحكومية والأهلية في العراق والعالم يحمل العدد بين طياته بحثاً ودراسات من نتاج أساتذة الكلية وعدد من الباحثين من خارجها، تخص موضوعات تتعلق بتخصصات الكلية العلمية والإنسانية) وهي تعالج موضوعات حيوية تتعلق بحياة الفرد والمجتمع بشكل علمي منهجي، نرجو أن ينتفع منه المختصون والدارسون والمعنيون بالاختصاصات التي تهض بها كلية السلام الجامعة، وطلبة الدراسات العليا وغيرهم داخل العراق وخارجه ونرى من المناسب ونحن نصدر هذا العدد أن نقدم شكرنا وتقديرنا العالي إلى السيد وزير التعليم العالي والبحث العلمي على الدعم الذي قدمه للتعليم الجامعي الأهلي، ونشكر كذلك السادة الباحثين الذين أسهموا في هذا العدد، وندعو الباحثين والمختصين إلى رفق المجلة والإسهام في أعدادها القادمة.

ومن الله التوفيق والسداد وللعلم والعلماء الموقفية والازدهار، والسلام عليكم ورحمة الله وبركاته.

أ.د. عبد السلام بديوي يوسف الحديثي

عميد الكلية

دليل المؤلفين

١. تنشر المجلة البحوث والدراسات التي تقع ضمن مجال تخصصها العلمي.
٢. أن يتسم البحث بالأصالة، والجدة، والقيمة العلمية، وسلامة اللغة، ودقة التوثيق.
٣. يمنح المؤلف الحقوق للمجلة بالنشر والتوزيع الورقي والإلكتروني، والخرن وإعادة استعمال البحث.
٤. أن يكون البحث مطبوعاً على الحاسوب بنظام (Simplified Arabic) على قرص ليزري مدمج (CD) على شكل ملف واحد وتزوّد هيئة التحرير بثلاث نسخ ورقية، ويمكن إرسال البحوث عبر بريد المجلة الإلكتروني.
٥. أن لا يزيد عدد صفحات البحث عن (٢٥) خمس وعشرين صفحة من الحجم (A4).
٦. يُكتب في وسط الصفحة الأولى من البحث ما يأتي:
 - أ. عنوان البحث باللغة العربية.
 - ب. اسم المؤلف باللغة العربية ودرجته العلمية، وشهادته، وجهة انتسابه.
 - ت. بريد المؤلف الإلكتروني.
 - ث. الكلمات المفتاحية.
 - ج. ملخصان أحدهما باللغة العربية والآخر باللغة الانكليزية، يوضعان في بداية البحث على أن لا يتجاوز الملخص الواحد (٢٥٠) كلمة.
٧. يكتب عنوان البحث في وسط الصفحة بحجم خط (Bold. ١٦).
٨. يكتب اسم المؤلف في وسط الصفحة بحجم خط (Bold. ١٢).
٩. تكتب جهة انتساب المؤلف بحجم خط (Bold ١٢).
١٠. يكتب عنوان البريد الإلكتروني بحجم خط (Bold ١٢).

١١. يكتب ملخص البحث بحجم خط (١٢) Bold.
١٢. تكتب الكلمات المفتاحية بحجم خط (١١) Bold.
١٣. جهات الانتساب تُثبت كآآتي: (الجامعة، الكلية، القسم، المدينة، البلد).
١٤. تكتب البحوث بنوع خط (Simplified Arabic) للغة العربية، ويخط نوع (Times New Roman) للغة الإنكليزية وبحجم خط (١٤).
١٥. مسافة الحواشي الجانبية (٥٤,٢) سم، والمسافة بين الأسطر (١٥,١) سم.
١٦. على الباحث إتباع قواعد الاقتباس وتوثيق المصادر والمراجع والالتزام بأخلاقيات البحث العلمي.
١٧. تعتمد المجلة صيغتي (MLA) و (APA) في ترتيب المصادر والمراجع وتنسيقها.
١٨. تعتمد المجلة نظام فحص الاستلال باستعمال برنامج (Turnitin) ويرفض البحث الذي تتجاوز فيه نسبة الاستلال المقبولة عالمياً.

سياسة النشر

١. أن لا يكون البحث جزءًا من بحث سابق منشور، أو من رسالة جامعية قد نُوقِشت، ويقدم الباحث تعهدًا بعدم نشر البحث أو عرضه للنشر في مجلة أخرى.
٢. يشترط لنشر الأبحاث المستقلة من الرسائل والأطاريح الجامعية موافقة خطية من الأستاذ المشرف وفقًا للأنموذج المعتمد في المجلة.
٣. يُبلغ الباحث بقرار صلاحية النشر أو عدمها في مدة لا تتجاوز شهرًا واحدًا من تاريخ وصوله إلى هيئة التحرير.
٤. يلتزم المؤلف بإجراء تعديلات المحكمين على بحثه وفقًا للتقارير المرسلة إليه، ومن ثم موافاة المجلة بنسخة معدلة في مدة أقصاها (١٥) خمسة عشر يومًا.
٥. لا يحق للمؤلف المطالبة بمتطلبات البحث كافة بعد النشر.
٦. لا تُعاد البحوث إلى مؤلفيها سواء قبلت أم لم تُقبل.
٧. يخضع البحث للتقويم السري من خبيرين لبيان صلاحيته للنشر.
٨. يدفع المؤلف أجور النشر البالغة (١٢٥.٠٠٠) مائة وخمس وعشرون ألف دينار عراقي، و(١٥٠) دولارًا من خارج العراق، والاستلال.
٩. يحصل المؤلف على نسخة من المجلة المنشور فيها بحثه.
١٠. تعبر البحوث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
١١. لا تلتزم المجلة بنشر البحوث التي تخل بشرط من الشروط.
١٢. تلتزم المجلة بفهرسة ورفع البحوث التي تُنشر في المجلة في موقع المجلات الأكاديمية العلمية العراقية، رابط الموقع:

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دليل المقومين

١. يُرجى من المقوم قبل الشروع بالتقويم التثبيت من كون البحث المرسل إليه يقع في حقل تخصصه العلمي لتتم عملية التقويم.
٢. لا تتجاوز مدة التقويم (١٠) أيام من تاريخ تسلّم البحث.
٣. تذكر المقوم إذا كان البحث أصيلاً ومهما لدرجة تلتزم المجلة بنشره.
٤. يذكر المقوم مدى توافق البحث مع سياسة المجلة وضوابط النشر فيها.
٥. يذكر المقوم إذا كانت فكرة البحث متناولة في دراسات سابقة، وتتم الإشارة إليها.
٦. يحدّد مدى مطابقة عنوان البحث لمحتواه.
٧. بيان مدى وضوح ملخص البحث.
٨. مدى إيضاح مقدمة البحث لفكرة البحث.
٩. بيان مدى عملية نتائج البحث التي توصل إليها الباحث.
١٠. تجري عملية التقويم بنحو سري.
١١. يُبلغ رئيس التحرير في حال رغب المقوم في مناقشة البحث مع مقوم آخر.
١٢. تُرسل ملاحظات المقوم إلى مدير التحرير، ولا تجري مناقشات ومخاطبات بين المقوم والمؤلف بشأن البحث خلال مدة تقويمه.
١٣. يبلغ المقوم رئيس التحرير في حال تبين للمقوم أن البحث مستل من دراسات سابقة، مع بيان تلك الدراسات.
١٤. يُحدد المقوم العلمي بشكل دقيق الفقرات التي تحتاج إلى تعديل من المؤلف.
١٥. تعتمد ملاحظات وتوصيات المقوم العلمي في قرار قبول النشر وعدمه.

تعهد نقل حقوق الطبع والتوزيع

إني الباحث:

صاحب البحث الموسوم بـ: ((.....

.....

.....

((.....

أتعهد بنقل حقوق الطبع والتوزيع والنشر إلى مجلة السلام الجامعة.

التوقيع:

التاريخ:

تعهد الملكية الفكرية

إني الباحث:

صاحب البحث الموسوم ب: ((.....))

.....

.....

((.....)).

أتعهد بأن البحث قد أنجزته، ولم يُنشر في مجلة أخرى في داخل العراق أو خارجه، وأرغب في نشره في مجلة السّلام الجامعة.

التوقيع:

التاريخ:

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١٦٠٢-١٥٧٩	الماء الكرّ وتحديدده عند السيد محمد سعيد الحكيم	٦٩ الباحث: حيدر محمد رحيم حميدي إشراف: أ.د. لقاء عبد الحسين رستم
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**The Developmental Trajectory of the Impact Digital
Technology's on the Psychological Development of
children and Adolescents**

المسار التطوري لتأثير التكنولوجيا الرقمية على النمو النفسي عند
الأطفال والمراهقين

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Keywords: Developmental Trajectory, Digital Technology,
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الكلمات المفتاحية: المسار النمائي، التكنولوجيا الرقمية، النمو النفسي.

ملخص البحث

استهدف البحث الحالي تعرف تأثير التكنولوجيا الرقمية على النمو النفسي للأطفال والمراهقين، مع التركيز على المدارس الحكومية ذات المعايير الدولية في مدينة بغداد. في عصر التحول الرقمي السريع، أصبحت التكنولوجيا عنصراً أساسياً في البيئة التعليمية والنفسية والاجتماعية، مُغيرةً بشكل جذري أنماط التعلم والتواصل والتنشئة الاجتماعية. استند الباحث إلى نظرية النظم البيئية لبرونفنبرنر وتعديل جونسون (٢٠٠٩)، إذ يُؤطر البحث الحالي التكنولوجيا الرقمية كسياق تنطوري متكامل ذو آثار إيجابية وسلبية تتفاوت باختلاف المراحل النمائية. اعتمد الباحث المنهج الوصفي- تطوري مقطعي (الدراسات المستعرضة)، وشملت عينة البحث (١١٠) طفلاً ومراهقاً تراوحت أعمارهم بين (٩) و(١٤) سنوات. وتم فحص استخدام التكنولوجيا الرقمية ومؤشرات النمو النفسي مثل التنظيم العاطفي، والانتباه، والتكيف الاجتماعي، وتقدير الذات، والسلوك المدرسي التكيفي. وظهرت النتائج زيادة تدريجية في استخدام التكنولوجيا الرقمية مع التقدم في العمر، بينما تميل مؤشرات النمو النفسي إلى الانخفاض، لا سيما خلال فترة المراهقة المبكرة - وهي فترة تتميز بحساسية متزايدة للمؤثرات الرقمية والمقارنة الاجتماعية. وأظهرت النتائج أيضاً وجود ارتباط سلبي قوي بين الاستخدام المكثف للتقنيات الرقمية والتطور النفسي، لا سيما فيما يتعلق بالانتباه والتحكم العاطفي. وتؤكد هذه النتائج على العلاقة المعقدة وغير الخطية بين التكنولوجيا الرقمية والنمو النفسي، مما يُبرز الحاجة الماسة إلى سياسات تعليمية وأطر دعم نفسي مناسبة للفئات العمرية المختلفة. وتقدم الدراسة توصيات عملية للمعلمين والمرشدين وصناع السياسات التعليمية لتحسين التعليم الرقمي، وتعزيز الثقافة الرقمية، وحماية الصحة النفسية للأطفال والمراهقين في البيئات التعليمية الرقمية.

Abstract

The current research aims to identify the impact of digital technology on the psychological development of children and adolescents, focusing on internationally standardized public schools in Baghdad. In the era of rapid digital transformation, technology has become an essential element of the educational, psychological, and social environment, radically altering patterns of learning, communication, and socialization. Based on Bronfenbrenner's ecosystem theory, modified by Johnson (2009), the current research frames digital technology as an integrated developmental context with varying positive and negative effects across different developmental stages.

The researcher adopted a descriptive-developmental cross-sectional approach, and the research sample included (110) children and adolescents aged (9) to (14) years. The use of digital technology and indicators of psychological development, such as emotional regulation, attention, social adjustment, self-esteem, and adaptive school behavior, were examined. The results showed a gradual increase in digital technology use with age, while indicators of psychological development tended to decrease, particularly during early adolescence—a period characterized by increased sensitivity to digital influences and social comparison. The results also showed a strong negative correlation between intensive use of digital technologies and psychological development, particularly concerning attention and emotional regulation. These findings underscore the complex and non-linear relationship between digital technology and psychological growth, highlighting the urgent need for appropriate educational policies and psychological support frameworks for different age groups. The study offers practical recommendations for teachers, counselors, and educational policymakers to improve digital education, promote digital literacy, and protect the mental health of children and adolescents in digital learning environments.

Research Problem:

On the one hand, the process of introducing digital technology into the educational system has already become an undeniable fact, on the other hand, the problem is not where technology is but how children and teenagers will engage with it in a continuously changing psychological developmental process. The research problem is that the effect is not identical and uniform on all children and adolescents but has an age-dependent developmental trajectory, correlating with shifts in developmental needs, patterns of usage and characteristics of the school environment (Bronfenbrenner and Morris, 2006).

This problem becomes even more apparent when discussing public schools with international standards in Baghdad city. These schools are typically characterized by a higher intensity in the use of digital platforms. online assignments. online research and educational communication via applications compared to traditional schools. This means that children and adolescents in these schools live in a learning environment that accelerates their engagement with digital technology transforming it from a tool into an integral structure of learning (OECD, 2018; Abbas, 2022). accelerating digital integration does not necessarily mean having accompanying psychological and guidance frameworks which opens the door to varying psychological effects:

these may be positively developmental with controlled use. but they may turn into psychological stress attention difficulties or social adjustment problems with excessive or unsupervised use (Twenge & Campbell, 2018).

From a developmental psychology perspective the effects of digital technology cannot be properly understood if assessed through a single. generalized lens because children in the early grades differ fundamentally from older children or adolescents in their capacity for self-regulation. sustained attention. awareness of digital risks. sensitivity to social evaluation and their ability to distinguish between learning-oriented and entertainment-oriented digital engagement (Santrock, 2018; Sheban, 2023). These developmental differences make age a decisive factor in determining how digital technology interacts with psychological growth.

The research problem is the lack of a localized developmental framework which is clear in explaining how the influence of digital technology on the psychological development of children and adolescents varies over time within the very context of the Baghdad public schools which adhere to international standards. It is not the question of whether technology is good or bad but the evolution of the psychological influence of digital technology among children and adolescents and how the age-related differences and dependence on the intensity of digital use determine the relationship between its influence and the major aspects of psychological development (Bronfenbrenner and Morris, 2006).

Research Significance:

1. **Theoretical Significance:** This study confirms the perception that digital technology is a developmental variable having cumulative effect and which evolves with time and not a constant outside factor. It is correlated to the modern developmental theories that focus on interplay between individual traits and environmental conditions (Bronfenbrenner and Morris, 2006). The research also helps to recreate the correlation between the digital technology and psychological development through the prism of the developmental trajectory as the quantifiable psychological indicators are analyzed against the patterns of the digital use.
2. **Educational Significance:** The significance of this study is educational because globally standardized state schools adopt the element of digital technology as the essence of teaching philosophy. The knowledge of the psychological outcomes of such integration is supposed to be used as empirical data to help educators and administrators of the schools in

controlling the use of technologies and in comparing the positive educational effects of the use with the possible psychological harms .

3. **Psychological and Counseling Significance:** The findings of this research support school counselors in designing developmentally appropriate guidance as psychological challenges related to digital technology differ across age groups. Research indicates that younger children are more vulnerable to attention-related problems whereas older children and adolescents may experience social comparison anxiety and self-image concerns in digital environments (Twenge & Campbell, 2018; Sheban, 2023).
4. **Social and Institutional Significance:** At the Institutional level the study can inform Ministry of Education decisions regarding digital integration including screen-time regulations digital literacy initiatives and family–school partnerships aimed at mitigating negative psychological outcomes.

Research Objectives:

1. To identify the level of digital technology use among children and adolescents in internationally standardized public schools in Baghdad city in terms of intensity (number of hours) and domains (education/entertainment/communication).
2. To measure the level of psychological development indicators among children and adolescents according to dimensions including: o Emotional regulation o Social adjustment o Attention and focus o Self-esteem o Adaptive school behavior.
3. To identify differences in psychological development indicators according to age/grade level as an indicator of the "developmental trajectory.
4. To examine the nature of the relationship between digital usage patterns and psychological development indicators and to identify the patterns most strongly associated with balanced psychological development as opposed to patterns associated with psychological risks (such as impulsivity, distractibility, and anxiety).

Research Delimitations:

The present study is delimited to children and adolescents enrolled in internationally standardized public schools in the city of Baghdad, during the 2025–2026 academic year.

Definition of Terms:

1. **Developmental Trajectory:** The developmental trajectory refers to the patterned and progressive changes in psychological characteristics and

behaviors that occur across age and developmental stages. In this study, it denotes the way psychological development indicators evolve over time in relation to varying levels and patterns of digital technology use among children and adolescents.

2. **Digital Technology:** Digital technology refers to electronic tools, devices and applications that process, store and transmit information in digital form. Within this research it includes computers, tablets, smartphones, internet-based platforms, educational software, social media and digital communication tools used for educational, recreational and communicative purposes.
3. **Psychological Development:** Psychological development is defined as the gradual growth and organization of emotional, cognitive, social, and behavioral capacities across childhood and adolescence. In the current study, psychological development is assessed through indicators such as emotional regulation, social adjustment, attention and focus, self-esteem, and adaptive school behavior.

Theoretical Background of the Study:

Digital Technology as a Contemporary Developmental Context: Digital technology has become one of the main aspects of the everyday life of children and adolescents where it not only changes the learning process but also the socialization patterns, cognitive interest, and emotional experiences. In the modern educational setting, especially in those of publicly standardized schools, the digital tools cease to be the auxiliary tools, but the essential part of teaching, communication, and self-expression. Consequently, the digital technology is not to be thought of simply as a neutral medium, but as an intense context of development that is dynamically engaged with the psychological development.

Digital technology, as a developmental perspective, is an environmental system that mediates the learning opportunities, social relationships and exploration of identity. Researchers believe that intensive and sustained digital exposure is one of the factors that brings about qualitative developments in the process of attention, emotional regulation, and social cognition (OECD, 2018; Santrock, 2018). Cognitive flexibility, problemsolving, and academic motivation can be strengthened with educational digital use guided in a proper manner, and distractibility, emotional dysregulation, and anxiety have been observed to increase as a result of excessive recreational or unregulated digital use of communication (Twenge and Campbell, 2018).

Notably, the effects of digital technology are not similar at all stages of development. It has diverse psychological effects depending on the age, level of maturity and situational influences like the family control, the school rules and cultural beliefs. The lack of self-regulation abilities makes younger children more exposed to attentional overload and impulsive behavior, whereas the lack of social comparison, identity diffusion, and adverse responses to self-esteem in online social space predisposes adolescents (Abbas, 2022). In this regard, digital technology should be viewed as a developmental variable that can be cumulative in its development but not as an external variable that takes shape over time.

The research of this paper takes the developmental trend approach where digital technology is seen as an environmental factor that is changing and behaviors involving developmental indicators of psychology have varying interactions with technology, both during childhood and adolescence. This kind of view correlates with the modern formulations of development that focus on person environment interaction and embeddedness on the context when it comes to developmental outcomes.

Psychological Development through the Lens of Bronfenbrenner's Ecological Theory and Johnson's 2009 Revision.

Psychological development is a lengthy process that includes emotional, cognitive, social, and behavioral advancement, resulting from an individual's engagement with a complex web of interrelated environments. Bronfenbrenner's Ecological Systems Theory is one for the most important theoretical frameworks for understanding how digital technology and psychological development in children and teens interact. Jane Johnson updated it in 2009. This framework offers a comprehensive perspective for examining the critical influence of surrounding environments—such as family, school, community, and culture—and the effect of shifts in time on psychological growth.

Bronfenbrenner divided the environment into systems that are connected with each other. The microsystem includes direct relationships like family and school. The mesosystem describes how microsystems interact with one other. The exosystem includes institutions that affect the individual indirectly. The macrosystem includes cultural and societal values. Finally, the chronosystem adds the idea of change over time. Johnson's 2009 update highlighted how digital environments are becoming important parts of these systems. Digital

communication platforms and technology now function concurrently within both micro- and exosystems, exerting direct and indirect influences on development.

During middle childhood, kids spend more and more time in digital, social, and educational settings. School performance, relationships with peers and family, and exposure to digital technology are all important for developing skills and helping with social and emotional adjustment. Using digital technology in schools in a good way can help students grow mentally and socially by making them more engaged, working together, and inspiring themselves. Cependant if you spend too much time in online communities or don't have any rules, it can be hard to pay attention or have real-life relationships because the lines between different realms become blurred.

During adolescence, the interactions among environmental systems become increasingly complex, with culture, peers, and digital media exerting heightened influence. Young people often try out various societal positions and identities by interacting with these places directly or indirectly. Johnson's update says that digital spaces, like social networks, are now the main places where people form their identities and get social support or criticism. Depending on the type of interactions and the support that is available across environmental systems, this may assist people adapt or cause problems like anxiety and low self-esteem.

Bronfenbrenner's theory and Johnson's update contend that digital technology is not merely a tool but a fully integrated environment within the developmental ecosystem, impacting all facets of growth through the interrelated relationships among family, school, peers, and community institutions. The context of psychological development has been profoundly altered by contemporary communication technologies; however, development continues to be influenced by the reciprocal interaction between environmental systems and individual characteristics (Johnson, 2009).

This study will assess psychological development through indicators including emotion regulation, social adjustment, attention and focus, self-esteem, and adaptive behavior within the educational context. These metrics are associated with the quality of interactions between the individual and their environmental systems. Digital technology has an indirect effect because it changes how people interact with each other, what people expect from each other, and the chances people have to improve their skills and sense of self.

The present study offers a comprehensive theoretical framework elucidating the interplay between digital technology and environmental, social, and cultural

factors in shaping psychological development across various developmental stages, utilizing the revised iteration of Bronfenbrenner's theory. This method allows for a more profound comprehension of the favorable and possibly adverse psychological effects of digital technology utilization among children and adolescents in modern schools.

Research Methodology:

This study was based on a descriptive-developmental research design that fell under cross-sectional design. It examined a mix of age groups within a single period to determine age changes patterns as factors of developmental trajectory, a technique commonly applied in developmental and educational psychology when it is impractical to track them longitudinally (Cohen et al., 2018; Santrock, 2021). This method is especially appropriate to psycho-educational investigations of the developmental phenomena under the impact of modern variables, including, but not limited to, digital technology, in a real school setting (Field, 2018).

Research Population: The research population is defined as all children and adolescents in public schools in Baghdad city that implement international educational standards during the 2025–2026 academic year. These schools are defined as those whose educational programs incorporate:

- The systematic use of digital technology in education,
- The use of educational platforms and e-assessment,
- The integration of 21st-century skills into the curriculum, and
- A relatively interactive, digital classroom environment compared to traditional public schools.

This population is a unique education setting in the public education system, as it is a blend of the formal character of the public education system and the international requirements and standards that presuppose the high level of digital interaction.

Research Sample: The sample size was 110 children and adolescents, which comprised of both male and female. The selection method used was a stratified random sampling, wherein, the school in the original sample was used to select 110 children and adolescents. The reason behind the use of this sampling approach was that it provided sufficient representation of the various age groups whilst maintaining a comparative balance in the targeted stages of development, which is critical in the research on development and psycho-education (Cohen et al., 2018; Creswell and Creswell, 2018).

Proposed Age Distribution of the Sample: Rather than relying solely on school grade levels, the sample was intentionally distributed according to distinct stages of psychological development, consistent with established developmental psychology frameworks (Santrock, 2021; Papalia & Martorell, 2020). The distribution was as follows:

- Middle Childhood (9–10 years): 35 children.
- Late Childhood (11–12 years): 35 children.
- Early Adolescence (13–14 years): 40 adolescents.

The three transitional stages, which are reflected in this developmental grouping, vary significantly in the context of emotional regulation, self-awareness, cognitive control, and interaction patterns with digital technology. The studies show that children in middle childhood show new self-regulatory skills, which are improved in late childhood and reorganized further in the early adolescence stage because of neurocognitive and psychosocial changes (Blakemore and Mills, 2014; Steinberg, 2017).

In addition, the capacity to be subject to digital stimuli, including interactive games, internet content, and social interaction is more different in these developmental stages, where younger children are more inclined towards impulsive responses and adolescents are more prone to autonomous participation, but more sensitive to social and emotional digital responses (Anderson and Subrahmanyam, 2017; Valkenburg and Peter, 2011). As a result, such an age distribution enables the analysis of the progressive changes in psychological effects of digital technology, as opposed to a simplistic comparison between generally conceived younger and older generations.

Research Instrument:

First: Digital Technology Use Scale Construction:

The Digital Technology Use Scale is created after the theoretical belief that the psychological effect of digital technology is not shaped by the amount of use (e.g. number of hours) but the pattern, strength, and functional purpose of use. Modern studies in educational and developmental psychology focus on the idea that qualitative features of online engagement, like the content type or the context of its usage, and the degree of interactivity, are more likely to predict developmental outcomes than the time basis only (Valkenburg and Peter, 2011; Anderson and Subrahmanyam, 2017).

Accordingly, the scale was designed to capture the nature of digital interaction within the school and home learning environment, reflecting current

methodological recommendations in digital media research (Rideout & Robb, 2020).

Scale Dimensions: The scale consists of 30 items, distributed across three main dimensions:

1. **Educational Use:** This dimension measures the extent to which children and adolescents use digital technology for academic purposes, such as accessing educational platforms, conducting school-related research, completing assignments, and engaging in self-directed learning through applications. Educational digital use has been associated with enhanced learning motivation and cognitive engagement when appropriately guided (OECD, 2015).
 2. **Recreational Use:** This dimension assesses non-educational digital activities, including electronic gaming, video streaming, and entertainment-oriented content. Previous studies indicate that excessive recreational use may be linked to attentional difficulties and reduced academic engagement, particularly among younger age groups (Twenge & Campbell, 2018).
1. **Communicative Use**

This dimension focuses on digital communication practices, such as interacting through messaging applications, participating in digital groups, and engaging in virtual classrooms. Research suggests that communicative digital use plays a dual role, supporting social connectedness while also posing risks related to emotional dependency and distraction (Valkenburg et al., 2022).

Response and Scoring Method:

- Response options: Rarely – Sometimes – Often – Always.
- Item scoring: 1–4.
- Total score: Represents the overall intensity and pattern of digital technology use, with higher scores indicating more frequent and diversified engagement across digital contexts.

Second: Children and adolescents' Psychological Development Scale:

Scale Construction: The Psychological Development Scale for Children and adolescents was constructed based on the premise that psychological growth is a multidimensional and dynamic process encompassing emotional, cognitive, and social domains. Developmental theories emphasize that psychological growth cannot be adequately represented by a single trait, particularly within school environments that demand continuous emotional

regulation, cognitive control, and social adaptation (Santrock, 2021; Papalia & Martorell, 2020).

The scale was specifically designed to capture aspects of psychological development that are directly influenced by the digital school environment, in line with ecological and school-based developmental models (Bronfenbrenner & Morris, 2006).

Scale Dimensions: The scale consists of 40 items, distributed across five dimensions:

1. **Emotional Regulation:** This dimension evaluates the capacity of children and adolescents to manage emotions, frustration, as well as to restrain impulsive responses. Emotional regulation is viewed as a fundamental developmental skill which has an impact on academic and social performance (Gross, 2015).
2. **Attention and Concentration:** This dimension is an indicator of persistence, resistant to distraction and focused attention in the learning activities. The study has revealed that attentional control is especially vulnerable to the digital engagement pattern, in particular, in late childhood and early adolescence (Diamond, 2013).
1. **Social Adjustment:** In this dimension, peer relationships, cooperative behavior and classroom interaction are assessed. Social adjustment indicates the ability of children and adolescents to operate successfully in the school social system and has a strong relationship with psychological well-being (Wentzel and Miele, 2016).
2. **School Self-Esteem:** The dimension describes the confidence of children and adolescents in their academic performance, their competence, and satisfaction with performance at school. Self-esteem in the school setting is an important factor in motivation and resiliency especially at periods of development transition (Harter, 2012).
3. **School Adaptive Behavior:** This dimension evaluates the behavioral adaptation to school rules, responsive to instructions and are flexible in fulfilling academic requirements. One of the major signs of effective psychological adaptation in institutional settings is adaptive behavior (Masten, 2014).

Response Method and Scoring:

- Response alternatives: Does not apply to me – Sometimes applies – Often applies – Always applies.

- Scoring: Items are scored from 1–4 according to their directional wording.
- Total score: Represents a general indicator of children and adolescents' psychological development, with higher scores reflecting more advanced psychological growth and school adjustment.

Validity: In order to determine the validity of the research instruments, face as well as content validity was ensured. First drafts of the scales were put before a group of experts in educational psychology, developmental psychology, and measurement and evaluation who were asked to assess the items with regard to comprehensibility, linguistic appropriateness, and appropriateness to the proposed constructs. Face validity was ensured by evaluating the seeming surface appearance of the items to measure digital technology usage and psychological development as the theory would dictate (Cohen et al., 2018).

Content validity was also tested by checking the extent to which the items were sufficient to measure the conceptual areas of every scale. Experts evaluated the correlation of the items to the proposed dimensions to cover all the constructs comprehensively, and remove redundancy or ambiguity. The procedure is aligned with the standard practices of scale development in psycho-educational studies, which focus on expert judgment as one of the preliminary steps in the process of instrument validation (DeVellis, 2017; Haynes et al., 1995).

Besides this, the expert panel feedback also resulted in slight changes of wording and item component to improve ageappropriateness and conceptual accuracy to increase the theoretical integrity of the scales.

Reliability: Cronbach alpha coefficient, which is a legitimate measure of internal consistency in the measurement of psychology and education, was applied to measure the reliability of the instruments. A pilot study was done before the actual data collection and only involved a small sample of children and adolescents who were selected among the total population but were not included as part of the final sample. The purpose of this initial application was to guarantee the clarity of items and their appropriateness in target age groups and the agreement of responses between items (Field, 2018; Tabachnick and Fidell, 2019).

The alpha values of the scale as well as its sub-dimensions were determined, and the coefficients were found to be above the widely accepted value of alpha of.70, which is reported to be satisfactory for use in the research in terms of

internal consistency and reliability (Nunnally and Bernstein, 1994). The internal consistency reliability is especially suitable in case of Likert-type scales, which are created to measure latent psychological constructs, since it indicates the degree to which the items work together to measure the same underlying dimension (Tavakol and Dennick, 2011).

Comprehensively, the methodology is well supported in terms of validity and reliability processes involved in the study in the study through the use of the instruments in investigating the relationship between digital technology use and the psychological development of children and adolescents in the school setting.

Statistical Analysis: On the initial analysis level, the descriptive statistics consisting of means and standard deviations were computed to give a preliminary quantitative information on the use of digital technologies and the indicators of psychological development among children and adolescents. This was a step to determine general trends and patterns among the various age groups and also to have a preliminary knowledge of the variation of development. The descriptive statistics are regarded as an essential analysis step in the developmental and educational research because they enable the researcher to view data distribution and the central tendencies prior to perform inferential analysis (Field, 2018; Gravetter et al., 2020).

The second stage involved a one-way analysis of variance (ANOVA) to test the hypothesis of the presence of statistically significant differences between age groups in the indicators of psychological development. The first independent variable was age group in three stages of development, middle childhood, late childhood and early adolescence, and psychological development indicators were the dependent variables. One-way ANOVA was chosen as it is the most suitable statistical method to compare the difference in means of more than two independent groups and to establish whether the observed differences are better than those that could merely be expected due to the error of the random sampling (Tabachnick and Fidell, 2019; Howell, 2013).

The analysis was not based on statistical significance or F-values only to enhance the interpretive value of the findings. To measure the proportion of age group variance in psychological development adjusted by age group, Eta-squared (η^2) was used to calculate the effect size. The use of effect sizes measures is in line with the modern directions in educational and psychological statistics that recommend the reporting of practical significance along with the

statistical significance (Cohen, 1988; Lakens, 2013). This method offers a better insight into the developmental scale of age differences.

Post-hoc comparisons were performed when ANOVA results showed statistically significant differences with the help of Tukey Honest Significant Difference (HSD) test. HSD was selected because it is effective in controlling the familywise error rate and all the possible pairwise comparisons of the group means could be made. Outcomes of such comparisons were reported with the help of letter group notation, a succinct and popular reporting system of peer-reviewed journals in the fields of education and behavioral science (Field, 2018; Howell, 2013).

Moreover, Pearson correlation coefficient (r) was estimated to test the correlation between the use of digital technology and the signs of psychological development. The purpose of this analysis was to find out the direction (positive or negative) and the strength of the relationship between the two primary variables. The r of Pearson would be especially suitable to examine linear relationships between continuous variables in a psychological and educational study (Gravetter et al., 2020).

All statistical tests were evaluated using a significance level of $\alpha = 0.05$, which is the conventional threshold adopted in social science research to balance the risks of Type I and Type II errors (Field, 2018; Cohen et al., 2018).

Results

First: Descriptive Results of Digital Technology Use

Table (1) Means and Standard Deviations of Digital Technology Use by Age Group

Developmental Stage	Sample Size (n)	Mean Standard Deviation
Middle Childhood (9–10 years)	35	2.41 0.38
Late Childhood (11–12 years)	35	2.87 0.42
Early Adolescence (13–14 years)	40	3.21 0.46

Note. Values are presented as Mean \pm SD.

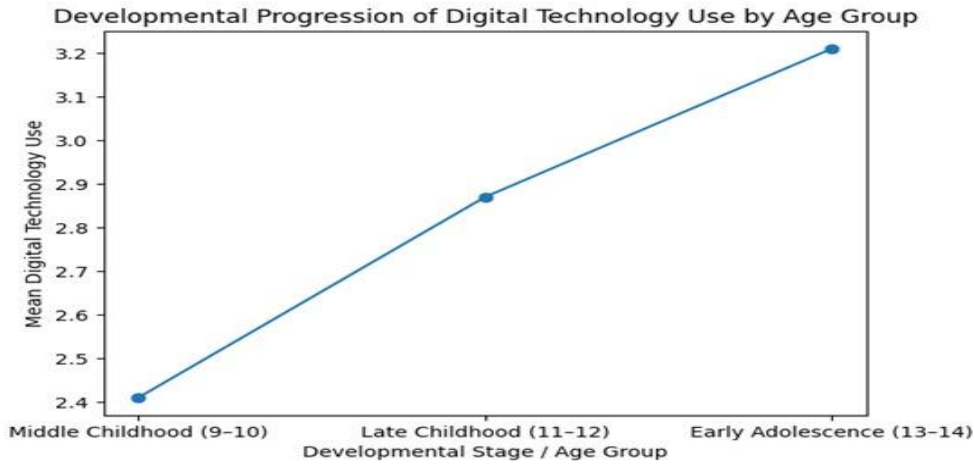


Figure (1). Developmental Progression of Digital Technology Use by Age Group

The line graph illustrates the developmental progression in digital technology use across age groups. The figure shows a clear increasing trend in mean digital technology use from middle childhood (9–10 years) through late childhood (11–12 years) to early adolescence (13–14 years), indicating that digital engagement intensifies with age.

The findings show that there is an apparent developmental pattern of the level of digital technology usage with advancing age. In middle childhood, the level of digital technology use is quite moderate and it is mostly marked by the outside control because children in this age bracket are mainly under the control of their parents and teachers. According to literature on developmental psychology, children during this stage are highly dependent on adult-mediated control along with rules to govern their actions such as digital engagement (Santrock, 2018).

The use of digital technology begins to be observed prominently even as children and adolescents become late childhood. Such an increase can be explained by the growing academic demands, the increased exposure to online learning tools and a slow rise in individual agency over the usage of devices, especially in digitally enhanced classrooms. According to international educational reports, this phase becomes the turning point in the relationship between the uses of digital devices by children and adolescents, as more of them are shifting to self-directed academic and discovery applications (OECD, 2018).

The digital media use is the highest in terms of average in early adolescence, which is a qualitative change in the role that digital media play in the lives of children and adolescents. As the digital age advances at this developmental stage, it is no longer a form of digital technology that is

employed only in education but that is considered as one of the key aspects of daily life and social interactions, identity-related exploration, and interactions with peers. This trend is consistent with the theoretical approaches that consider adolescents as digital natives, to whom technology forms part and parcel of their learning, socialization, and self-expression (Prensky, 2010). In addition, the developmental studies indicate that greater autonomy and greater social sensitivity in early adolescence further increases interest in using digital platforms, thus exerting greater opportunities and potential risks the use of digital platforms carries.

Second: Descriptive Results of Psychological Growth Indicators:

Table (2)

Arithmetic Means and Standard Deviations of Psychological Growth Indicators by Age Group

Developmental Stage	Sample Size (n)	Mean Standard Deviation
Middle Childhood (9–10 years)	35	3.18 0.31
Late Childhood (11–12 years)	35	3.02 0.34
Early Adolescence (13–14 years)	40	2.81 0.37

Note. Values are presented as Mean \pm SD.

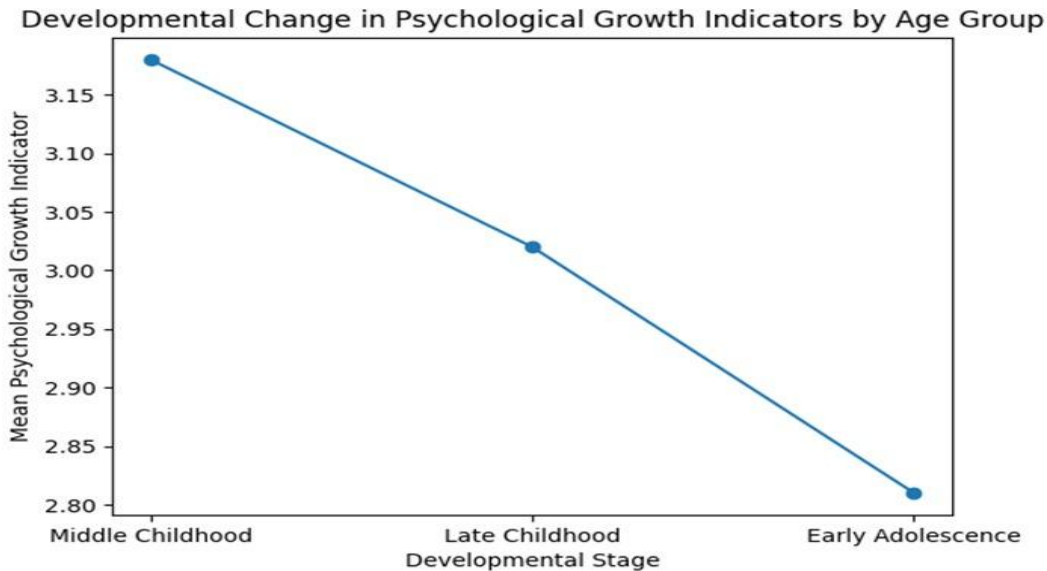


Figure (2) Developmental Change in Psychological Growth Indicators by Age Group

The line graph represents the change in the development indicators in terms of psychological growth among the age categories. The figure indicates a steady decrease in mean psychological growth scores in the middle childhood gradually to the early adolescence. This negative modification indicates that psychological development variables depend on developmental changes, emotional processing, and social adaptation, and self-concept that come with age changes between childhood and adolescence.

The findings demonstrate that there is a relatively decreasing pattern in the average scores of the indicators of psychological development as the age increases. This trend cannot be seen as a backsliding or a setback in the psychological maturity as a development process. Instead, it represents a qualitative change in the developmental processes, which is marked with greater sensitivity to external stimuli, more social comparison, and the development of new psychological needs as children and adolescents enter into more complicated developmental stages.

Development research identifies the late childhood and early adolescence stage as having a heightened level of selfawareness, an enhanced concentration on peer judgment and heightened exposure to social and emotional challenges, particularly in digitally saturated spaces. Nonetheless, as the digital interaction is increasingly taking off, children and teenagers are getting more susceptible to external feedback, social comparison, and cognitive overload, which can momentarily hold visible indications of psychological adjustment even in the background of further developmental maturation (Twenge and Campbell, 2018; Odgers and Jensen, 2020).

Besides, neuro-developmental data demonstrates that early adolescence is a delicate stage where systems of socio-emotional development proceed faster than cognitive control systems. This imbalance could increase emotionally reactive and stress responsive states particularly when it comes to situations that require sustained digital communication and social feedback (Blakemore and Mills, 2014). Therefore, older ages of lower mean scores on psychological development scales can be taken to have been due to developmental reorganization and developmental adaptive strain, and not necessarily a decrease in psychological growth.

Third: One-Way Analysis of ANOVA for Psychological Development Indicators:

Table (3) Results of One-Way ANOVA for Psychological Development According to Age Group Source of Variation Sum of Squares df Mean Square F Sig.

Between Groups	4.92	2	2.46	18.73	0.000
Within Groups	14.04	107	0.13	—	—
Total	18.96	109	—	—	—

Note. A significance level of $p \leq .05$ was considered statistically significant.

Effect Size: The effect size was calculated using Eta-squared (η^2) to estimate the proportion of variance in psychological development indicators explained by age group. The value was computed as follows:

$$0.26 = \frac{4.92}{18.96} = \frac{\text{between } SS}{\text{total } SS} = \eta^2$$

An η^2 value of 0.26 indicates a **moderate-to-large effect size**, according to conventional benchmarks in behavioral and educational research. This means that approximately **26% of the total variance** in psychological development indicators can be attributed to differences between age groups, reflecting a **substantial and practically meaningful developmental effect**, rather than a trivial or purely statistical difference (Cohen, 1988; Lakens, 2013).

The magnitude of this effect supports the interpretation that age-related differences in psychological development represent a **genuine developmental shift**, consistent with theoretical models emphasizing the interaction between maturation and environmental exposure, including digital technology use.

The findings have shown that differences in indicators of psychological development between different age groups are highly statistically significant. The effect size ($\eta^2 = 0.26$) obtained is moderate-to-large, which means that age group contributes a significant percentage of the explanation of the variation in the psychological development of children and adolescents. The level of impact of this effect indicates that the differences in question are not just statistical artefacts but are attributable to developmental alterations that were related to age-related processes.

Regarding the methodology, the effect size and statistical significance reports enhance the interpretative validity of the results because it proves the practical and developmental applicability of age as a determinant in psychological development (Cohen, 1988; Lakens, 2013). The comparatively

high percentage of explained variance assert that development in psychology in the late childhood and early adolescence is heavily influenced by age related contextual and experience factors.

These results are agreeable to developmental contextual models which point out that psychological development is a result of repeated interactions between the person and the environments he or she exists in throughout the years. The bioecological approach postulates that age is an essential organising variable that regulates the nature in which environmental factors like school demands and exposure to digital effects are realised and internalised at various developmental stages (Bronfenbrenner and Morris, 2006). The wide age differences that have been found in this study are, therefore, not an incidental variation but rather a real development change as the interaction between maturation and the environment is dynamic in influencing the psychological development of children and adolescents.

Fourth: Post-hoc Comparisons

Table (4) Tukey's Post-hoc Comparison Test Between Age Groups
Comparison Mean Difference Sig.

Middle Childhood × Late Childhood	0.16	0.031
Middle Childhood × Early Adolescence	0.37	0.000
Late Childhood × Early Adolescence	0.21	0.004

Note. Differences are significant at $p \leq .05$.

Table (5) Homogeneous Subsets (Tukey) for Psychological Development Indicators

Developmental Stage Mean Group

Middle Childhood	3.18 A
Late Childhood	3.02 B
Early Adolescence	2.81 C

Note: Means sharing different letters indicate statistically significant differences based on Tukey's HSD test.

The analysis of the homogeneous group shows that every age group is a specific psychological level, and the identified differences are the result of the gradual development process instead of instant or accidental changes. This trend is a sign of an evolutionary process of the psychological influence of digital technology, in which the variations accumulate relative to the new generations of children and adolescents in the successive developmental stages.

It was found that the biggest developmental gap existed between the middle childhood and early adolescence, commonly termed as a sensitive stage of development. This is a period where digital autonomy is highly evident, growing social interaction via digital means, and the level of exposure to digitally challenging cognitively and emotionally stimulating content grows.

Meanwhile, the systems of self-regulation and executive control are yet to be fully developed, and an artificial imbalance between augmented digital activity and regulatory ability is present (Santrock, 2018; Blakemore and Mills, 2014).

The fact that homogeneous age groups are clearly separated, therefore, highlights the fact that the effects of digital technology on the psychological development is contingent on age, and it dynamically interacts with the developmental preparedness and regulatory competence. This result advocates developmental theories which insist on continuity and gradual change, as opposed to linear growth or decline in psychological functioning during childhood and adolescence.

Fifth: Relationship Between Digital Technology Use and Psychological Development:

Table (6) *Pearson Correlation Between Digital Technology Use and Psychological Development*

Variables	Correlation Coefficient (r)	Sig.
Digital Use × Psychological Development	-0.48	0.000

The statistically significant negative correlation points at the fact that the increasing intensity of digital technology use is linked to the decrease of some of the indicators of psychological development, the most prominent ones being attention and emotional control. This connection implies that the more often and intensive digital interactions are, the more often children and adolescents can have a cognitive distractibility tendency and lose the ability to control emotional reactions.

This trend, in the developmental context, does not necessarily mean that the digital exposure has a direct causal impact but instead, it indicates the interrelation between digital exposure and the yet-to-be-developed self-regulatory mechanisms that come with late childhood and early adolescence. Studies of developmental psychology have revealed that unregulated or excessive digital use may impose persistent loads on attentional resources, distract concentration and increase emotional responsiveness especially at

periods of elevated neurocognitive sensitivity (Twenge and Campbell, 2018; Diamond, 2013).

Moreover, emotionally charged and quickly changing online triggers like social media communication, gaming, and multimedia content can increase stress reactions and worsen emotion management abilities in the absence of being balanced by proper self-control and outside directions. Correspondingly, the presence of a negative relationship provides evidence of the accumulating literature, which argues that unregulated digital interaction can increase the attentional problems and emotional stresses at the sensitive developmental stages instead of having a consistent positive effect on psychological functioning.

Discussion: Digital Use as an Ascending Developmental Variable:

The age-related increase in the use of digital products indicates the cognitive autonomy and less significant external control. During early age, digital communication alleviates the psychological influence, but in the adolescent period, the digital interaction becomes part of the identity-building process and social comparison, increasing the psychological importance of the phenomenon (Prensky, 2010; Santrock, 2018).

Decline in Psychological Growth Indicators and Developmental Implications: The comparative decrease in psychological growth indicators in age should be construed as vulnerability and not regression. The period of transition, especially early adolescence is marked by increased sensitivity to assessment and comparison with peers that could be increased in digitally saturated spaces (Sheban, 2023).

Significance of Age Differences and Effect Size: The findings of ANOVA and effect size prove that age is a conclusive explanatory factor. The differences are a qualitative change in the manner in which children and adolescents interact psychologically with digital technology and this is in line with the bioecological developmental theory (Bronfenbrenner and Morris, 2006).

Inverse Relationship Between Digital Use and Psychological Development: The fact that the correlation is inverted shows that usage patterns are more important than technology itself. Education, which is structured, can contribute positively to learning, and an overly recreational or unregulated use can cause the psychological equilibrium to be disturbed (OECD, 2018).

Specificity of Public Schools with International Standards: The digital demands of internationally standardized educations in Baghdad are more certain to lead to psychological pressure without the relevant counseling program. This brings out a need of joint educational-psychological management of digital transformation (Government of Iraq, 2024).

The Developmental Trajectory: In general, the results prove the existence of a non-linear development path: limited effects in middle childhood, increasing effects in late childhood, and increased sensitivity in early adolescence. The digital technology can therefore be considered an active developmental aspect that needs age-specific policies, as opposed to generalized policies.

Conclusions:

To start with, online technology among children and teenagers progressively enhances with their age. This growth is an indication of developmental changes in psychological self-reliance, choice making capacities as well as broadening of inter-social contact and is not just a temporary alteration of behavior.

Second, the psychological development indicators do not have a parallel altitude trend with a rise in digital use. Instead, one can see significant development fluctuations that imply that certain psychological developmental aspects are more vulnerable during the transitional period, especially during early adolescence.

Third, age is another important variable explaining the nature of impact of digital technology. This effect is not only restricted in the case of middle childhood but rather increases and gains power in the later stages, which confirms the non-linear developmental character of such an association.

Fourth, the negative correlation between the strength of digital use and the signs of psychological development signifies that the unregulated utilization of digital technology can be correlated with the drawbacks in some of the psychological processes, like the control of emotions and attention. It does not mean necessarily that digital technology itself should be criticized. Fifth, the international-standard public schools do provide the avenue of the advanced learning environment but they may develop the stressful psychological environment in the case the implementation of the digital technology is not supported by the psychological counseling programs designed according to the developmental specifics of children and adolescents.

Recommendations:

First: Educational Recommendations: The study suggests the need to adopt a clear policy in education to control the use of digital technology in classrooms. This policy must take into consideration age groups of the children and adolescents and strike the measure of utilizing technology as an educational aid with the use of technology as a limiting factor to the use of technology, which may cause distraction or even psychological exhaustion. It further advises teachers to be trained on how to create digital learning tasks that are developmentally appropriate to the children and adolescents as well as staying out of imposing the same pattern of digital use through grade levels.

Second: Psychological and Counseling Recommendations: The study highlights the significance of mobilizing the participation of the school-based psychological counseling in the tracking of the psychological impact of digital usage especially at delicate stages of transition like early adolescence. It suggests the creation of preventive instructional courses to develop emotional control skills, control on the use of digital time, to create awareness on the emerging dangers of unchecked use of digital technology on the psyche, and to engage families in such courses as a necessary collaborator in psychological counseling.

Third: Practical Recommendations: It suggests that the notions of digital literacy and digital mental health should be introduced in school curricular to enable children and adolescents to develop a healthy and conscious attitude toward technology. It further suggests the need to have systems of periodical surveillance to monitor the degree of digital use and its psychological impact, and use the outcome of such monitoring as a way of enhancing the digital school setting.

Fourth: Research Recommendations: The study proposes carrying out new studies with a longitudinal approach to trace the influence of digital technology on the psychological development of every person during a certain period of time and examine how the particular pattern of using digital technology (educational or recreational) influences the particular psychological dimension. It also suggests a broader focus of the study to incorporate mediating factors like family support, teacher digital competence and school climate.

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