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Exploring the link between social impacts and psychological drivers of smartphone use: A survey-based analysis among Ajman University students

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ABSTRACT

The study aimed to identify the extent of youth preference for smartphone platforms, the psychological motives for their use, the negative effects of their use, and the relationship between psychological motives and negative social influences. The descriptive approach and field survey methods were used to collect data from a sample of 297 male and female students at Ajman University. The study found that Instagram was the most-followed platform, with a follow-up rate of 39.7, followed by WhatsApp, Facebook, and, finally, YouTube. The motivation to get rid of boredom ranked first, with an arithmetic mean of 3.49 and a standard deviation of 1.10, while the motivation to get rid of depression ranked last, with an arithmetic mean of 2.49 and a standard deviation of 1.10. The results on differences in the adverse social effects of smartphone use showed that Instagram and Facebook followers were more likely than YouTube followers to experience these effects. The study also found a positive, statistically significant correlation between psychological motivations for smartphone use and negative social influences. The study recommended enabling heads of households and counselors to control the times and types of viewing for children and youth, developing awareness-raising plans and programs, and deepening research into ways to confront the harmful negative social influences resulting from excessive use of smartphones, programs, and applications.

Keywords: Social influences influence relationships, Motivations, Smartphones, and Platforms.

1. Introduction

During the past two decades of human history, there has been an increasing interest in digital communication and communication sites in social networks (SNS) and smart phone applications and programs of different generations, and this was accompanied by rapid developments in the means and methods of interaction of individuals and societies among themselves, and despite the multiplicity of technical interaction tools, smartphones occupied the forefront place for users and these devices and their applications had intentional and spontaneous roles to influence the structure of societies and the elements of their behavior. The nature of its activities and its use by all social groups had distinct psychological and social effects, which motivated our research team to examine the relationship between psychological motives and the social impact of young people's smartphone use. The research into the various effects that began to shape individual and collective behaviors across all societies pushes us to examine the motives that prompted billions of people to use smartphone programs and applications for long hours, despite the many concerns and preoccupations of humans in modern digital societies. For these reasons, many researchers have studied the motives behind the use of smartphone programs and applications, the most recent of which is rooted in the scientific heritage we have

seen in the study [1]. The multiplicity of studies on user motivations and their effects demonstrates the importance of the topic, which researchers have addressed from perspectives different from ours. Among these studies were those addressed by:

The paper in [1] explored the motives that drive problematic smartphone use among young people. One of the most important objectives of the study was to identify the motives behind the problematic, uncontrolled use of smartphones by young people. And determine how the sample members deal with cases (anxiety, social embarrassment, low mood, boredom, and safety) as negative influences during exposures, and how to deal with cases (obtaining incentives and rewards and compliance with social standards) as positive influences, and show that PSU patterns. Different addictive antisocial motivations can be risky.

The researchers applied the path model to this study because there are distinct and different patterns of problematic use of smartphone applications and programs. Such as addiction and antisocial use, and the risks resulting from this type of negative use. In this study, the researchers used a qualitative approach to examine users' actual motives for problematic smartphone use. The study was conducted with a sample of 25 participants aged 18 to 25 who use smartphone applications. It turns out that the motives (social embarrassment, sense of security, and compliance with social values and norms) are not well captured by current metrics of smartphone use motivations. Therefore, the study recommends conducting research to develop a comprehensive scientific scale that measures all motives for problematic smartphone use, especially among young people. A third team achieved results that combined the two facts by examining the positive and negative effects of using social networking sites on smartphones. Among the studies representing the third team was Jaafar Omar Ahmed's study [2]. The study examined the importance of social networking sites and their smartphone applications, which have become a focus in individuals' lives in modern societies. These developments have become the appearance that represents the life of the twenty-first century, which has been associated with the human mind and has affected behavioral practices, social relations, and users' psychological states. Positive motives in: Users' pursuit of rapprochement and the development of social relations, as man is by nature a social being, and trying to meet human needs, self-expression and trying to prove oneself, gaining information, knowledge and experiences, achieving personal benefits and interests, and trying users to hide their real personalities and show desirable fictional characters to create psychological balance and give the qualities desired by the user to his virtual image on these platforms. However, these positives are not without the negatives and risks facing users on the network, as the study showed that there are negative challenges to use, represented by pornography and its psychological, moral, and behavioral effects, bullying, violence, addiction, anxiety, fear, depression, and their psychological, mental, and social effects on users. It is important to say that adolescents and young people are spending increasing time on online communication sites, electronic games, and text messages, so these communication platforms have contributed to changing the forms of collective interaction and the behavior of their individual and collective users. There are growing concerns about the potential negative social and psychological effects associated with social media addiction. These fears have emerged in scientific studies such as [3], which focused on addiction in the use of social networking sites and excessive exposure to these platforms on smartphones. The study by researcher Sandra and her colleagues was titled: Social Media Addiction: Motivations, Flow and Sense of Belonging at the Root of Addiction. This study revealed that the disclosure of the motives that arise from the problem of addiction to social media platforms is complex, and that the problem of addiction can develop in users. Therefore, the research team relied on variance-based structural equation modeling. (PLS-SEM) to analyze data collected from a sample of users of social media sites on TikTok to test research assumptions. This study has reached results that confirm that addiction to social networking sites to follow programs is linked to different motives and does not depend on a specific motive. It has also reached new insights into addiction behaviors by users. New addiction mechanisms were proposed as alternatives for users, and the mechanisms identified in the study can help service providers. Learn on social networks how to help users overcome addictive behaviors. In the same context, some researchers support the role of electronic communication programs and applications in development and social change, according to the study [4], whose objectives focused on knowing the impact of the use of social networking sites on the

values and social identity of post-basic education students in the Sultanate of Oman. To achieve this goal, the study used a descriptive approach and a questionnaire to collect data from the study sample. It consists of (520) post-basic education students distributed over four schools in three governorates: Muscat, Al Dhahira, and North Al Sharqiya. The sample was divided into (278) males and (242) females. The study reached a set of results, the most important of which are: In terms of the value of credibility on social networking sites were The percentage of students who use their real names when registering on social networks (62.31%) far exceeds the percentage of students who use fake names and they represented (37.69%), and the results showed that most of the sample members use social networking sites to spend leisure time, follow events and obtain information, and learning. In the field of preferred platforms, it was found that Instagram was among the most used by the sample. The values adopted by the respondents were educational and cognitive, followed by "solidarity" and cooperation, then the aspiration to achieve ambitions, and, at the bottom, the value of preserving identity and personality. The results showed that the sample members used Arabic letters in writing and communication on social media platforms. The respondents agree that these platforms can develop the value of "Loyalty to the homeland and belonging to it." The study recommended a set of recommendations, the most important of which are: educating young people about concepts related to the use of social networks, such as privacy breaches, and teaching students about the negative effects of using social networks. Some schools have already educated their students about these issues.These results confirm the positive roles of social media platforms [5], where the researchers in this study built a framework for research based on the role of psychological factors in the structure of innovation by investing psychological motives as incentives for the development of the social environment, from the perspective of the link between positive values and the feeling that develops the motives of social innovation. The study proposed education and sustainability initiatives for practitioners in social institutions, as well as research on young people's ability to communicate and generate innovative ideas. The results of the study indicated that social media, websites, and online tools facilitate interaction between users by providing them with opportunities to share information, opinions, and interests, and the results of the study showed that individuals use social media on smartphones for many reasons, including entertainment, communication, and the search for information. In the context of focusing on the positive aspects of the relationship between smart mobile applications and the quality of life of older people, the study [6] aimed to identify this relationship. By identifying how this social group spends their free time, the time space occupied by the Internet user from those times, the extent of their exposure to various mobile applications, their level of familiarity with them, the ways of using them and the benefits that can accrue to them as a result of this use, as well as revealing their level of quality of life as a result of their use of smart phone applications in the light of some demographic variables; Such as educational and economic level, gender and place of residence. This study applied to a sample of 200 individuals aged 65 or older, with data collected via an electronic questionnaire. The study concluded that the quality of life levels among the sample members were high, with an overall score of 93%, and it demonstrated a relationship between the number of hours the study sample members use smart mobile device applications and the quality of mental health. The results showed that increased hours of exposure affected the quality of life of the sample members. Through the negative impact on the mental health of users. Thus, this study proved that there is a relationship between psychological motives and the social effects of users of social networking sites by smartphones by older people, and that the effects of use were positive when they contributed to improving the quality of life for older people, if the use is moderate and rational, but when exposure to addiction increases, the positive effects will turn into negative ones that affect the mental health of users. Because addiction is a harmful phenomenon that affects all age groups who have become preoccupied with social networking sites, accompanied by smartphones, and sleep tricks. Within this context, several studies were conducted, including [7, 8], which focused on the role of social media programs and applications in education worldwide. Students may get bored if the teacher uses traditional educational tools in digital societies. Because the digital technological age in which we live requires the design of model educational programs to help students enhance their language and scientific abilities in their fields of specialization. The curricula of education must include elements of suspense and attractiveness to attract students' attention and encourage them to engage with the curriculum, so it requires the teacher and the teacher who designs the teaching curriculum for the subjects they

teach. To include in his curriculum everything that would eliminate boredom and monotony, making it more enjoyable and attractive to students. To achieve this goal, he must use digital tools in the classroom to bring the true picture of what he wants to clarify. Therefore, teachers and trainers in the digital age have resorted to developing technological means to help in the teaching and learning process. This will increase enthusiasm for the learning process by motivating students to engage with the lessons they receive actively. Based on the above, this study aims to research and analyze the impact of blogs on the development of English as a second language for non-native speakers. This is considered a positive use of social media platforms, so teachers try to improve students' writing skills by focusing on blogs. To develop students' information and skills and enhance methodological courses, and to achieve this goal, the researchers used a descriptive research design by which information was collected through a questionnaire tool using the three-point Likert scale on a sample of fifty-four students randomly selected from the College of Arts and Sciences, and the results showed that online blogs were An important and handy tool in enhancing the education process to improve students' abilities to write, read and learn languages, especially among high school students [9,10]. However, the positive use of education, training, and skills development through smartphone programs and applications, websites, and blogs on the Internet does not mean there are no negative influences or impacts, especially on children, adolescents, and youth [11].

For these reasons, the focus was on studying the category of young adolescents who are exposed to smart phone programs and applications in many studies around the world, and among these studies was a study [12], one of the objectives of which was to identify the extent to which adolescents are affected by unwanted content on the Tik Tok application, and its relationship to educational guidance towards safe use within the framework of the "model of the impact of others", and this study belongs to descriptive studies, so The researcher applied the field survey methodology for a sample of smartphone users, in order to collect data from the study sample of (200) individuals who were deliberately selected from adolescents using smart phone applications and programs, and the study reached many results, the most important of which are: There are statistically significant differences in adolescents' perception of the effects of unwanted content on Tik Tok on themselves on the one hand, on their friends and on others. One of the results of this study was that there were no statistically significant differences in adolescents' perceptions of the nature of the effects of unwanted content on themselves, their friends, and others, by gender. It was found that there is a direct correlation between adolescents' exposure to undesirable content on TikTok and their level of awareness of its effects on themselves, their friends, and others. The study also showed a statistically significant correlation between adolescents' perceptions of TikTok's impact on themselves, their friends, and others, and their support for imposing control measures to reduce harmful adverse effects. The study recommended more media studies on the application of TikTok and its societal impacts. A team of optimists who preach the positive roles of smart phone programs and applications and attribute to them many features that develop the capabilities of young people and intervene in shaping their future, and infer the validity of their logic by the experiences of using social networking sites programs and applications in developing teaching, learning and training processes, developing skills and developing all the positive elements of users. For these reasons, the study [13] aimed to study the impact of cell phone addiction. To investigate the nature of the effects of smartphone use and the impact of applications on adolescent behavior. This survey used a questionnaire to collect information from survey participants. They are a group of male and female school students in the Saudi city of Jeddah. The study sample included adolescents aged 14-16 years, with 270 male and female students.

The study found that most students spend a long time on smartphone applications and platforms, especially Snapchat, Instagram, Twitter, and Facebook, without realizing the value of the time they waste on them. The study also showed that Saudi teenagers use mobile phones and their applications to pursue and develop the hobbies they tend to, despite the adverse effects of excessive, wasted time resulting from this use. However, the sample confirmed its ability to control the time related to the use of smartphones, and indicated an attempt not to reach the stage of addiction.

The study recommended that parents and counselors should play their role in counseling to reduce the use of smartphones and avoid reaching the stage of addiction. The study also suggested that young adolescents should benefit from smartphone programs and applications to develop their technical and social skills. The study also recommends conducting qualitative studies to identify the types of hobbies and how cellular devices contribute to the development of artistic and technical hobbies. This study targeted young adolescents, one of the most socially active groups on social networking programs and applications, and this age group is among the most affected, as it lacks the maturity and life experience that would help avoid the harmful psychological and social effects of social media platforms.

After reviewing many studies on smartphone programs and applications, it was confirmed that many researchers agreed that these programs and applications have both positive and negative effects. The type and nature of the vulnerability depend on multiple factors, such as age group, the number of hours of exposure, and the nature of the content to which the user is exposed. All studies warn of negative effects, and one of the most important and profound is the psychological and social impact on the user. The results of previous studies also showed that the main problem faced by users in all societies is the problem of addiction. The issue of addiction has resulted in a large number of negative effects that people with an addiction are exposed to, and the most serious thing about this problem is its impact on behavior and social relations. We found that psychological motives underlie the negative social effects, so most previous studies have focused specifically on the process. Psychological and social interactions and their different impact on individuals and societies, and we did not find among the studies that we reached and saw their goals and results of looking at the relationship between psychological motives and social effects, and this is what distinguishes our study from previous studies that we have seen during the period of our research. The researcher had to bear in mind that there are differences in the processes of influence resulting from socialization, different age groups, the nature of social systems, the time period of exposure, the nature of the environment in which the study is conducted, the levels of progress in society, the different levels of awareness, perception, and culture.

2. Terminology and concepts of the study

Smartphone platforms encompass a variety of websites and applications accessible on the Internet, allowing users to engage with services such as Instagram, WhatsApp, YouTube, Facebook, and many others. The psychological motivations for smartphone use are reflected in the responses of participants to a study tool that assesses their desire to alleviate feelings of anxiety, frustration, depression, and stress. However, smartphone use is also associated with negative social effects, as indicated by respondents' feedback on a study tool designed to evaluate these effects. This assessment highlights four key dimensions: social attachment, social isolation, lack of social skills, and various social problems. Together, these elements illustrate the complex interplay between smartphone usage and its psychological and social implications.

The public's use of traditional media in the theory of uses and gratifications is inseparable from their use of new media and smartphones, because the development of technical media contributes significantly to the development of the public's use of new media and strengthens the relationship between technical media and users, regardless of the effects, results and psychological and social effects resulting from these relationships and uses. This confirms the importance of using this theory in the subject of study. The methodology developed by Katz and several researchers who adopted this theory in 1973 focuses on four basic assumptions based on:

- The media audience is active and uses media messages for purposes of its choosing.
- Media audiences choose the media they believe meet their needs and satisfy them.
- The public's desires are many, and the media only meets some of them, because the information and entertainment needs are part of their world and human needs.
- The media achieves three effects through people's dependence on it:
- (Cognitive influences - emotional effects - behavioral influences)

Thus, the media public prefers using communication and information tools according to their individual needs and desires [14]. The theory of uses and gratifications was developed in the late 20th century by several

researchers in sociology and communication science [15, 16]. Based on the above, this theory is one of the standard models for studying the effects of media and digital communication. This theory focuses on the reasons and motives individuals have for using these means. Uses can be related to entertainment, social relationships, need for information, communication with others, or social interaction, etc. [17].

Gratifications: focuses on the desires and needs individuals seek to satisfy through communication and media. Dual Impact: It indicates that individuals are influenced by media content based on their personal backgrounds and needs, and, in turn, are affected by the media and communications they interact with. In short, the theory of uses and gratifications provides a general framework for understanding the motivations and desires that drive individuals' use of media, thereby enhancing their understanding of media content and how it affects them. Therefore, this theory is a valuable tool for studying individuals' communicative and social consumption behavior in the age of digital media.

The origins of smartphone platforms date back to the end of the twentieth century and the beginning of the twenty-first century. Since that date, smartphone platforms have gradually evolved and witnessed tremendous progress in hardware, software, and services [18, 19]. Smartphone development began in the early 2000s. When early smartphones appeared, they had limited features, such as internet connectivity, email, GPS, and basic applications. iOS emerged: In 2007, Apple launched the iPhone, which ran on iOS. This smartphone offered a unique, simplified user experience and was considered a significant shift in the world of mobile phones. After the spread of the Android operating system, in the same period, Google's Android began to appear on different smartphones [19, 20]. Android is an open-source operating system that allows smartphone manufacturers to customize it for their devices. Over time, smartphone components have improved, and technologies for screens, cameras, processors, memory, and batteries have evolved. As smartphones become more powerful and efficient, and their platforms continue to grow, the variety of applications and services available has increased. App stores have emerged that offer thousands of applications to meet the various needs of users on modern smartphones. What has increased the importance of smartphones is the integration of artificial intelligence into their technologies, including 5G, face recognition, wireless charging, and more features and uses that were not common before [21]. These high-quality performance capabilities enabled it to meet people's personal and professional needs.

The importance of platforms and their applications in smartphones is to enhance social interactions and improve communication between individuals and communities. By providing the following features [5] .

1. Smartphone platforms allow people to communicate easily anytime, anywhere in the world.
2. Smartphone platforms offer multiple opportunities for social networking through posts, comments, and responses.
3. Smartphone platforms help to transfer knowledge quickly and easily. Individuals can share news and current events.
4. Communities and groups can communicate, organize, launch social campaigns, and share ideas and common goals.
5. Smartphone platforms offer individuals a way to express their feelings and share their lives and emotional experiences.

Individuals can also use smartphone platforms to interact with colleagues at work, attend professional events, and expand their professional and social networks. In general, smartphone platforms are an essential tool for enhancing social communication, improving interactions between individuals, and enabling communities to develop their relationships and means of cooperation more effectively [22, 23]. However, these platforms should be used with caution and responsibility to avoid potential negative impacts and to maintain a balance between virtual and real life.

Social media platforms enable many methods of social interaction between individuals and communities. Here are some ways to use them to enhance social interactions:

1. Posts by friends and people you follow can be shared via comments and content sharing.
2. Special content such as photos, videos, and text posts can be created and shared with your friends in the digital community.
3. You can join groups and pages that bring together people with shared interests and goals.
4. Have private conversations: Enables the user to communicate with friends and acquaintances privately via private messages and instant chat.
5. News of friends and family, and participating in their events and occasions through comments and congratulations.

Thus, smartphones have contributed to spreading awareness and social change processes. For example, social media platforms have been used to raise awareness of common international issues, as during the COVID-19 pandemic, enabling users worldwide to participate in health campaigns and discussions and to provide advice and guidance [24, 25]. These methods can be used positively to build healthy, productive relationships with others and to foster a positive interactive environment on digital platforms.

Excessive use of smartphone software and applications can have negative social impacts on individuals and communities. Among these effects are a lack of self-confidence, feelings of psychological pressure, and feelings of helplessness and hopelessness, which affect the quality of social life. In addition, it can lead to feelings of anxiety, depression, and isolation [26]. Several studies have proven that social media platforms are a source of easy spread of false and misleading news. Fake news can influence public opinion and cause social unrest. Constant smartphone interaction erodes real-life social interaction. This leads the individual to feel isolated and detached from the social environment. It leads to low concentration and productivity: It may cause mental distraction and poor concentration, affecting productivity at work or study, as mental distraction can divert attention from issues related to success and negatively affect the overall performance of individuals and, in turn, collective performance in modern societies [27, 28]. In addition, excessive use of smartphone platforms leads to digital addiction, as the user becomes constantly exhausted from checking posts, notifications, and interactions through social media. To mitigate the negative social impacts of smartphone use, individuals can set specific time limits and reduce time spent on social media apps. It is advised to periodically and regularly stay away from screens and digital interactions, as this can enhance honest and social communication and help achieve a balance between the virtual and real environments in our daily lives. The problem of the study and its importance: Smartphone platforms are an essential part of people's lives in the digital age. With the spread of these platforms and the increase in users and hours of use, the negative social impacts resulting from their use have become a critical topic, given the risks and challenges they pose to the march of societies, warranting greater research attention. To shed light on the nature of the social effects resulting from the excessive use of these new media, and to study the relationship between the psychological and social impact on users.

It is well known that smartphone use and social media can significantly affect individuals' psychological and social health. This can be inferred from the negative phenomena that have begun to appear in users, especially young people, such as a lack of privacy, increased anxiety and depression, social isolation, deterioration of real social relations, poor levels of performance, and poor ethical standards in behavior. It is pointed out that digital addiction and harmful behaviors, and the impact of content and advertisements on the consumer behavior of individuals in the current era, can negatively affect societies and their levels of progress. Identifying the negative effects of addiction to the use of smartphones. It can be understood that the challenges and benefits associated with these platforms, and take the necessary measures to reduce their negative impact and promote their proper and positive use. Therefore, studying this aspect helps take the measures needed to minimize the negative effects.

2. **Methodology**

Given the importance and nature of the study's subject, the descriptive approach and descriptive survey method were used to survey a sample of smartphone users among Ajman University students to examine the relationship between psychological motives and the social effects of smartphone use. This methodology is valid for

exploring the relationship between two or more variables by collecting data from a group of individuals and measuring psychological motivations and social effects that have appeared in their behaviors in their social lives. The research team used an analytical method to statistically analyze this data to determine the nature of the relationship between social effects and psychological motivations resulting from use.

The study aimed to achieve several key objectives related to smartphone use among Ajman University students. Firstly, it sought to identify the degree of preference for various smartphone platforms within the study sample. Secondly, the research aimed to uncover the psychological motives driving smartphone use among these students. Additionally, the study investigated how the negative social effects associated with smartphone use differ across the specific platforms students use. Furthermore, it examined variations in these negative social effects across factors such as gender, academic year, and college affiliation among Ajman University students. Lastly, the research aimed to determine whether there is a relationship between the psychological motivations for smartphone use and the negative social effects experienced by the study sample.

To achieve the objectives of the study, researchers either develop questions and search for answers related to achieving the goals or make assumptions and seek to prove or disprove them, in whole or in part. Some studies require the development of goals and assumptions. Thus, the type of study is the one that determines the methodological ways to achieve its objectives, so our study aimed at researching the relationship between psychological motives and the social effects of users of programs and applications in smartphones, relying on the development of the following questions:

1. What are the percentages of Ajman University students using social media on smartphones?
2. What are the psychological motives for smartphone use by Ajman University students?
3. Do the negative social effects of smartphone use vary according to the type of platforms that Ajman University students follow?
4. Do the negative social effects of smartphone use vary by gender, academic year, and college among Ajman University students?
5. Is there a relationship between the psychological motivations for using a smartphone and the negative social effects of the study sample?

This study is a descriptive survey, a common approach in the social, psychological, and media sciences. The study adhered to the objective limits with its title: (The relationship of social effects with psychological motives of smartphone users - a field study). The research team adhered to the study's time limits, 2024-2025. It also adhered to spatial boundaries, as the study was applied to a sample of students at Ajman University in the United Arab Emirates. The study population means all the vocabulary or units of the phenomenon under study**.** The study population is a systematic scientific term that refers to everything that can be generalized from the research results, and is used to achieve the objectives of the field study and obtain the required information [29]. Practical measurement procedures have been adopted, quantitatively and qualitatively, so that a form was designed to be completed from a representative sample of the student sample According to its objectives, the study population consists of male and female students of Ajman University during the year 2022-2023, considering that this category represents a category of university youth in the United Arab Emirates, which consists of seven emirates located on the Arabian Gulf in West Asia. The UAE society is characterized by a large percentage of expatriates studying and working from Various countries around the world, and it coexists with more than 250 nationalities, making it a miniature international community. The focus was on university youth because this social group uses smartphone applications more intensively than others. It means the tools to be employed in obtaining the study data, and the method of data collection were determined based on the nature of the data to be received, so the research team used the following tools:

It is defined as: follow-up and careful monitoring of phenomena and accidents that appear in the research community and diagnose them with the intention of interpreting them, discovering their causes, and reaching the laws that govern them, and the research aimed to find out how Emirati youth deal with platforms in smartphones as an information and social source [30].

A research method or tool for collecting data and information through a form that includes questions, phrases, pictures, or other forms revolving around a scientific problem that the study sample is asked to answer under the supervision of the researcher or their representative and return it to the research team to process and analyze the information and draw conclusions.

What distinguishes this tool is that it involves the members of the study sample in dialogue and serious and frank discussion on the subject of the study in a manner akin to the interview, individually and collectively, to discuss them on a topic that raises questions through the phenomena resulting from it during a specific period of time, or it is "a good way to transfer information if the interviewer has a situation when using the platforms of the Wasel sites that makes him speak honestly and answer questions honestly and credibly, and it is used in many fields [31].

After reviewing many scientific sources related to research methods and reviewing some previous studies similar to the subject of this study and several questionnaires related to the same topic, the questionnaire sheet was developed in its initial form, where we designed it in a balanced, transparent and appropriate manner for the levels of understanding of the study sample to enable us to obtain the information and data necessary for the success of this study in reaching measurable and processable data to reach the results related to the study.

The method of asking questions is characterized by ease of answering and takes into account the different demographic characteristics of the target community in the research. This is the ideal tool for media and social studies. The method for designing this tool aims to provoke respondents to answer the questions posed honestly and objectively. Therefore, some researchers defined it as a method of collecting information. It seeks to encourage individuals surveyed, systematically and codified, to present specific facts, opinions, or ideas within the framework of data related to the study's subject and objectives, without interference from researchers in respondents' self-reports [30]. The research team applied this tool to a sample of the study population who follow programs and applications on smartphones.

The study tool included three questionnaires that serve as lists to measure the level of smartphone use in terms of platform use, the negative social effects of use, and psychological motivations for use.

1. List of platforms: The list included the most popular platforms, and participants are required to identify the most frequented platforms, including Instagram, WhatsApp, YouTube, Facebook, and more than one platform.
2. List of negative social effects of smartphone use: A list of 37 items was applied that measures the negative impact of phone use, and each paragraph is followed by five alternatives (strongly agree, agree, neutral, disagree, strongly disagree) and the respondents are required to choose one alternative for each paragraph, and the list included four dimensions: social isolation, lack of social skills, social problems, and excessive attachment.
3. List of psychological motives for smartphone use: 12 paragraphs that describe psychological motives that prompt participants to use smartphones to alleviate negative psychological states, such as sadness, depression, frustration, boredom, and anxiety.

The study sample is defined as the human or physical models withdrawn from the population under study in accordance with the scientific controls and conditions, provided that these models or samples bear the characteristics and specifications of the study population from which they were withdrawn to represent it. One condition for the sample to represent the population is that each individual in the population has an equal opportunity to be included in the sample during sampling.

The data was collected from a sample of 297 male and female students at Ajman University in the United Arab Emirates. The sample comprised 132 males and 165 females, whose ages ranged from 18 to 42 years, and the arithmetic mean of the sample was 23.7. The standard deviation was (8.4). This age group was included in the sample because individuals in this age group use their smartphones more than those in other age groups. Table 1 presents the distribution of the study sample across its demographic variables.

The validity of the tool was verified in the manner of the sincerity of the arbitrators, as the study questionnaire was presented to (10) professors with experience and specialization from the Faculties of Media, Humanities and Sciences to arbitrate what was stated in the questionnaire in terms of the accuracy of the formula of the paragraphs of the questionnaire and its suitability for the sample and its representation of the study population and the link of its paragraphs to the axes of the subject of study. The arbitrators unanimously agreed that the questionnaire was appropriate and valid for conducting the survey. Observations were received to amend three paragraphs: one related to motives, two notes on the effects, and the opinions of the arbitrators were considered.

Stability was calculated by the test method, and retest on an experimental sample of (43) male and female students from the study population, and the stability coefficient for retesting was (0.86) for negative social effects, and (0.80) for psychological motives. The stability coefficient was also calculated using the internal consistency method for the lists of negative social influences and psychological motives, with Cronbach's alpha applied to the same sample. The Cronbach alpha coefficient for negative social motives (0.93), while the Cronbach stability coefficient was 0.91 for psychological motives 0.91. These coefficients are suitable for the study. The one-way ANOVA test of variance, post-comparison test (Scheffe), and Pearson correlation coefficient used arithmetic averages, standard deviations, and statistical frequencies, and a simple regression equation.

Table 1. Distribution of the study sample across sex, academic year, and college

Variable	Category	Frequency	Percentage (%)
Gender	Male	132	44%
	Female	165	56%
Academic Year	First Year	43	14%
	Second Year	92	31%
	Third Year	91	31%
	Fourth Year	71	24%
College	Humanities & Sciences	167	56%
	Media	130	44%
Total		297	100%

It is clear from the above table that the percentage of males reached (44%) is higher than that of females (56%). The sample of participants was distributed among students for the four years, reaching the highest percentage for students of the second and third years (31%), then fourth-year students by (24%), and finally the percentage of first-year students (14%), and about the college variable, the rate of participants from the College of Humanities and Sciences reached (56%), compared to (44%) for the Faculty of Mass Communication, and these percentages are suitable for the current study.

Analysis of field study data: After collecting and reviewing the questionnaire, the research team confirmed the respondents' answers and classified, tabulated, and organized the information to analyze the data, draw conclusions, and make recommendations. The following presentation shows the analysis of the field study tables.

3. Results

Results of the first question: What are the rates of using smartphone platforms for Ajman University students? To answer this question, the frequencies and percentages were calculated, and the following table shows the results.

Table 2. Percentages and Frequencies of Platforms Followed by Ajman University Students

Platform Type	Frequency	Percentage (%)	Rank
Instagram	118	39.7	1
WhatsApp	54	18.2	3
YouTube	19	6.4	5
Facebook	36	12.1	4
More than one platform	70	23.6	2
Total	**297**	**100**	

It is clear from the above Table that the most used platform on the smartphones of the study sample was Instagram, with a percentage of 39.7, followed by more than one platform, then WhatsApp, then Facebook, and finally YouTube. Perhaps it is natural that one of the most used platforms by the study community is Instagram, because it offers many features, such as photos, graphics, videos, and interaction, in addition to its live broadcast feature, as indicated by the Telecommunications and Digital Government Regulatory Authority (TDRA**)** [31,32]. With the data issued by the Digital World Report 2021, issued by the global "WeR Social" in cooperation with the company "Hot Suite", where the report highlighted the digital lifestyle in the country through a data set that monitors the behavior of individuals and companies during the year 2020, which witnessed the "Corona" pandemic, and the report indicated that the value of payments for digital transactions in the UAE during 2020 amounted to $ 18.50 billion, and showed that the average time spent by an individual in the UAE on the Internet is 7 hours and 24 One minute a day, and that the individual spends 40 hours a week surfing the Internet via a smartphone, while the percentage of the population who play electronic games online using available devices reached 86%. The report indicated that UAE residents spent 320 million hours on smartphone applications in 2020, and that the number of smart homes in the country reached 190,000.

Results of the second question: *What are the psychological motives for using a smartphone for Ajman University students?* To answer this question, the arithmetic mean and standard deviation were calculated, and the following Table shows the results.

Table 3. Means and Standard Deviations of Psychological Motives for Smartphone Use (n = 297)

Psychological Motive	Mean	SD	Level	Rank
Get rid of boredom	3.49	1.10	Medium	1
Getting rid of daily hardship	3.44	1.06	Medium	2
Getting rid of frustration	3.40	1.24	Medium	3
Get rid of sadness	3.25	1.04	Medium	4
Get rid of annoying situations	3.21	1.13	Medium	5
Getting rid of stress	3.21	1.30	Medium	6
Getting rid of anxiety	3.18	1.31	Medium	7
Anger management	3.15	1.25	Medium	8
Getting rid of the results of wrong acts	3.13	1.25	Medium	9
De-stress	3.13	1.12	Medium	10
Getting rid of isolation	3.12	1.06	Medium	11
Getting rid of depression	3.09	1.36	Medium	12
Total	3.23	0.84	Medium	

The table shows that the arithmetic averages of the psychological motives for smartphone use ranged from 3.09 to 3.49. All came with an average degree, where the total arithmetic mean was (3.23) with a standard deviation of (0.84). The motivation to get rid of boredom came first, while the motivation to get rid of depression came last. The use of social networking sites is driven by a set of motives that push people to interact on these platforms. Among the main motives: social communication, sharing content, obtaining information and news,

learning about the interests of others, and it also allows the possibility of building personal relationships and social networks, as well as entertainment, so social networking sites are an effective way for companies and marketers to reach a wider audience and promote their products and services. These motivations show the importance and impact of social media in people's lives and in various aspects of work, entertainment, and communication. With the rise of digital communication technologies, the continued use of these platforms is expected.

The results of the third question: Do the negative social effects of using a smartphone vary according to the type of platforms that Ajman University students follow? To answer this question, the arithmetic mean and standard deviation were calculated, and the following Table shows the results.

Table 4. Negative social impacts by platform type

Platform Type	n	Mean	SD
Instagram	118	3.43	1.02
WhatsApp	54	3.23	0.88
YouTube	19	2.53	0.82
Facebook	36	3.44	0.76
More than one platform	70	3.30	1.03
Total	297	3.30	0.98

It is clear from the above Table that there are apparent differences between the arithmetic averages of the negative social effects of smartphone use according to the type of platform frequented, where the arithmetic mean of students who follow the Facebook platform came the highest in adverse social effects with an arithmetic mean (3.44) and a standard deviation (0.76), followed by the Instagram platform with an average of (3.43) and a standard deviation of (1.02), while the arithmetic mean of students who follow YouTube came with an average of (2.53) and a standard deviation of (0.82) which is The least impact among platforms. Social media platforms (such as Facebook and Instagram)**:** Going to and following these platforms may result in**:**

- Social comparison: Using these platforms may encourage social comparisons and employ unrealistic criteria for success and happiness.
- Portrait stress: Too much focus on photos can increase appearance stress and affect self-satisfaction.
- Social isolation: Constant preoccupation with sharing and following up on content may lead to social isolation and reduce the time allocated for interaction.
- Chat and messaging platforms (such as WhatsApp and Messenger): They may result:
- Addiction effect: Constant chatting can lead to addiction and distraction, affecting social effectiveness and concentration in reality.
- Lack of honest communication: Heavy reliance on digital messaging may reduce real communication and personal interaction.
- Digital gaming platforms: may result:
- Social isolation: Immersion in digital gaming worlds can lead to social isolation and a withdrawal from social interaction.
- Impact on academic performance: Excessive time spent playing may affect academic performance and daily tasks.

To verify the significance of the differences in the arithmetic averages, a single variance analysis (One Way-ANOVA) was performed to ascertain the importance of the differences between the arithmetic averages, and the following Table 5 shows the results.

Table 5. Analysis of the single variance in the adverse social effects of smartphone use across the different platforms frequented by the study sample.

Source	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance Level
Between groups	14.065	4	3.516	3.831	0.005
Within groups	267.996	292	0.918	—	—
Total	282.060	296	—	—	—

**Statistically significant at significance level (α = .05)*

It is clear from the Table that there are differences in the social effects of smartphone use due to the type of platforms frequented by Ajman University students, where the calculated value of P was (3.831) with a significance level of (0.05), which is statistically significant at the significance level (α = .05). To identify the sources of these differences, the Scheffe test for dimensional comparisons was conducted, and Table (3-2) Shows the sources of of disagreements for statistically significant values. There are many social impacts of smartphone use, including:

1. Smartphones are easy to use for exchanging information and communicating with others.
2. Influencing the way we interact with social media, as communication becomes easier and more accessible.
3. Individuals' preoccupation with smartphones reduces their social engagement in real life.
4. Using smartphones distracts family members and reduces the quality of time they spend together.
5. Excessive use of smartphones is addictive, affecting mental health.

Table 6. The dimensional comparisons of the sources of differences in social influences according to the type of platforms frequented.

Source	More than one platform	Facebook	Instagram	YouTube
Mean difference (Scheffe test)	-0.769*	-0.907*	-0.896*	—

It is clear from the table above that the negative social effects of smartphone use were confined to Instagram and Facebook and were greater among followers of these platforms than among YouTube followers. This shows that going to Instagram, Facebook, or other platforms has a more negative social impact than YouTube. It is worth noting that the number of social media sites can vary over time, as new sites appear and some older ones disappear. There are differences in the negative social impacts of smartphone use among Instagram, Facebook, and YouTube followers. This suggests that behaviors on social media platforms such as Instagram and Facebook may be associated with greater negative social impacts compared to YouTube. This could be due to platform-specific features, such as social pressure and comparison on photo and video platforms compared to a video-sharing platform. YouTube may have a lower negative social impact due to its focus on visual content and learning. As noted, these dynamics may change over time, as new platforms can emerge or old ones disappear due to shifts in consumer use and trends, as well as technological advances.

Results of the fourth question: Do the negative social effects of smartphone use differ according to gender, academic year, college, and the interaction between them for Ajman University students? To answer this question, the arithmetic mean and standard deviation were calculated, and the following Table shows the results.

Table 7. Arithmetic averages and standard deviations of negative social impacts of smartphone use by gender, year, and college

Variable	Level	Number	Arithmetic Mean	Standard Deviation
Sex	Male	132	3.37	1.00
	Female	165	3.25	0.95
Academic Year	First (most appropriate)	43	2.96	0.71
	Second	92	3.39	1.11
	Third	91	3.29	0.86
	Fourth	71	3.41	1.04
College	Humanities and Sciences	167	3.31	0.96
	Media	130	3.30	0.99
Total	—	297	3.30	0.98

It is clear from the above Table that there are minor apparent differences in the arithmetic averages of the negative social effects of smartphone use across genders. It is also clear that the arithmetic average of fourth-year students was the highest in the negative social impacts of smartphone use, unlike the average of first-year students, which came the lowest. At the same time, the averages of the faculties of humanities, science, and media were similar. To assess the significance of differences in the arithmetic averages, a quadruple variance analysis was performed; the following Table shows the results. Analysis of differences between averages using quadruple variance analysis shows:

- Gender effect: Quadruple-variance analysis tests whether there is a statistically significant difference between male and female averages in the social impact of smartphone use. Statistical values can be used to determine whether the difference is considered statistically significant.
- Impact of the school year: The analysis shows a statistically significant difference in the social effects of smartphone use across different school years.
- College Effect: The analysis shows a statistically significant difference in the social effects of smartphone use across faculties.

Table 8. Analysis of quadruple variance in the different negative social effects of smartphone use by gender, academic year, and college.

Source	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Significance Level
gender	1.037	1	1.037	1.087	0.298
Academic year	6.656	3	2.219	2.326	0.075
College	0.066	1	0.066	0.069	0.792
Interaction	6.235	10	0.623	0.654	0.767
Error	268.027	281	0.954	—	—
Total	282.060	296	—	—	—

It is clear from the results in the above Table that there are no statistically significant differences in the negative social effects attributed to gender, academic year and college and the interaction between them, where the calculated p value for sex was (1.087) with a significance level of (0.298), the calculated p value for the academic year was (2.326) with a significance level of (0.075). The calculated p-value for the college was 0.069 with a significance level of 0.792, while the computed p-value for the interaction between the previous variables was 0.654 with a significance level of 0.767. All the p-values of the earlier variables were not statistically significant at the significance level ($\alpha = .05$).

The results of the fifth question: What is the relationship between the psychological motives for using a smartphone and the negative social effects among the study sample? To answer the question, Pearson's correlation coefficients were calculated. The results are shown in the next table.

Table 9. Pearson's correlation coefficients between negative social influences and psychological motives for smartphone use in the study sample (n=297)

Psychological Motives	Overall Effects	Problems	Lack of Skills	Isolation	Attachment
Getting rid of frustration	.346**	.306	.311	.326	.334
Getting rid of anxiety	.300**	.262	.267	.293	.286
Getting rid of anger	.251**	.206	.231	.235	.257
Getting rid of depression	.287**	.243	.285	.272	.258
Decompression	.321**	.319	.271	.306	.282
De-stress	.275**	.254	.235	.262	.263
Getting rid of the effects of wrong behavior	.287**	.250	.284	.295	.258
Getting rid of sadness	.291**	.259	.286	.276	.247
Getting rid of boredom	.241**	.224	.258	.210	.194
Getting rid of hardship	.263**	.238	.278	.221	.233
Getting rid of isolation	.224**	.190	.249	.201	.185
Getting rid of annoying situations	.237**	.230	.241	.230	.170
Overall psychological motives	.395**	.355	.375	**.373	

*Statistically significant at the significance level (α = .05).

The results in the table above, which illustrate the relationship between negative social effects and psychological motivations for smartphone use, show that there are positive, statistically significant correlations between psychological motivations for smartphone use and all dimensions of negative social effects. The correlation coefficients between the total degree of psychological motivation and the dimensions of negative social effects of use were as follows: (Social attachment = .354, social isolation = .373, social skills = .375, social problems = .355). The correlation coefficient between the total score of psychological motivation and the overall score of negative social effects of use was (.395). A simple regression analysis was performed to verify the predictive relationship between psychological motivations of use and the overall score of adverse social effects of use. The results are shown in the next table.

Table 10. Simple regression analysis of the relationship between psychological motivations for smartphone use and negative social influences

Variable	Correlation Coefficient (R)	Explained Contrast Ratio (R^2)	A Value (Constant)	Non-Standard Weight of Regression Coefficient (B)	t value	Statistical Significance
Predictor (Psychological use motives for smartphone use)	0.395	0.156	1.811	0.395	7.395	0.001*

*Statistically significant at significance level (α = .05)

It is clear from the above Table that there is a statistically significant predictive relationship at the significance level (α = .05), where the psychological motives for smartphone use predicted an approximate percentage (16%) of the degree of adverse social effects of smartphone use in the sample, and the result indicates a positive relationship between the two variables, i.e. increasing the degree of psychological motivations of use leads to an increase in the degree of negative social effects of use and vice versa. Based on these results, the regression equation is as Next: Predicted negative social impact score = constant value (7.395) + (value b (.395) * psychological motivation value of use (3.23).

Results from regression analysis show that there is a strong positive relationship between psychological motivations for use and the overall social effects of use. Here is an explanation of the results:

- Correlation Coefficient: The correlation coefficient is 0.395, indicating a strong positive relationship between psychological motivations for use and the overall social effects of use.
- Explained variation ratio (R-squared): The explained variation ratio is 0.156, which is the percentage of variation in the overall social effects that the psychological motivations of use can explain.
- Constant: The value of the constant A is 1.811, which is the value of the total social impact of use when the psychological motivations of use are zero.
- Non-standard weight of regression coefficient B (Unstandardized Regression Coefficient): The B value of the regression coefficient is 0.395, which shows an increase in overall social effects when one unit in psychological motivations for use is increased.
- T-value: The value of t is 7.395, which is the value of the test to check whether the value of B expresses a significant statistical effect.
- Statistical significance: The value of statistical significance is equal to 0.001, which is below the normal significance level (0.05), indicating that the relationship between psychological motivations of use and overall social effects is statistically significant. Cryptanalysis, enhancement strategies and genetics algorithm can enhance the findings of this study [33, 34].

5. Conclusions

The findings from our study indicate a significant correlation between smartphone users' psychological motivations and the negative social effects associated with their use. This aligns with previous research that explored the motives underlying problematic smartphone use among young people. Both studies acknowledge that social media applications can yield both positive and negative effects. However, our study uniquely seeks to establish a direct link between psychological motivations and negative social outcomes. In contrast, Pew et al.'s research primarily categorized the effects of social media platforms without delving into underlying motivations.

The regression analysis results further substantiate our findings, revealing a strong positive relationship between psychological motivations for using social media and the overall negative social effects experienced by users. Specifically, our tabular data demonstrate a statistically significant predictive relationship at $p = .05$, indicating that psychological motives account for approximately 16% of the variance in negative social effects within the sample. This suggests a meaningful connection between users' motivations and the adverse social consequences of smartphone use.

The discrepancies between our findings and those of Sandra et al. may stem from differing research objectives; while our focus was on linking psychological motivations to specific negative social effects, their study aimed to explore a broader range of influences without pinpointing individual motivations. This highlights the complexity of smartphone use and its multifaceted impact on users' social experiences.

6. Recommendations

To address the challenges posed by smartphone usage among children, adolescents, and youth, we recommend several initiatives. First, funding should be allocated to smartphone manufacturers to develop smart devices and applications that utilize parental and academic advisor fingerprints, allowing heads of households and counselors to control viewing times and the types of programs accessible to young users. Additionally, educational institutions should empower academic advisors to manage smartphone operations during lectures and exams by requiring students to download specific applications that enforce these controls as a prerequisite for participation in the educational process. Furthermore, it is essential to create and disseminate awareness media campaigns aimed at rationalizing smartphone use, emphasizing the negative effects associated with

addiction. We also encourage research centers and institutions to deepen investigations into the psychological and social ramifications of smartphone use, programs, and applications. Finally, launching awareness initiatives that inspire families and educational or vocational institutions to organize sports, recreational, and cultural activities can help engage children, youth, and employees, providing constructive alternatives to excessive smartphone use.

Declaration of competing interest

The authors declare that they have no known financial or non-financial competing interests in any material discussed in this paper.

Authors' contributions

Mustafa Hameed Al-Taei: He conceived the research design, came up with the methodological framework, assisted in data analysis and the interpretation process, and was involved in writing and revising the manuscript. Ahmad Mohammad Alzoubi: He helped with the literature review, helped develop the survey instrument, and was involved in data collection. he also provided a valid critique to fine-tune the manuscript. Asma Rebhi Al-Arab: She employed statistical analysis, results interpretation, and contributed to the discussion section of the manuscript, as well as assisting in the overall structure refinement of the paper. Najeh Rajeh Alsalhi: He coordinated communication with the participating schools, ensured the logistics of data collection, and provided information on the practical implications of the results, further contributing to the manuscript's clarity and coherence. The final manuscript has been read and accepted by all authors, and they are satisfied with the authorship order.

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