

## The Impact of Social Media Addiction on Family Life Quality "Insights from Jordanian Society"

كيفية تأثير إدمان وسائل التواصل الاجتماعي على جودة الحياة الأسرية  
"رؤى من المجتمع الأردني"

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### Abstract

Objectives:

This research explores the intricate relationship between social media addiction and the quality of family life among Jordanian educators. By examining this dynamic, the study aims to provide insights into how digital behaviors influence familial well-being within the context of education professionals.

Methods:

The study employed two validated scales: a Social Media Addiction Scale, assessing

behavioral, emotional, social, and cognitive dimensions, and a Family Quality of Life Scale, measuring aspects such as family interaction, emotional satisfaction, material well-being, and child-rearing practices. A sample of 380 educational professionals was surveyed. Data collection and analysis were conducted using a descriptive correlational methodology to identify significant patterns and relationships.

#### Results:

The findings revealed a moderate prevalence of social media addiction among participants, contrasted by a notably high level of family life quality. Furthermore, a significant negative correlation was identified between social media addiction and family life quality, highlighting the potential disruptive impact of excessive digital engagement on familial dynamics.

#### Conclusions:

The results underscore the importance of fostering awareness about mindful social media use and the development of targeted psychosocial support programs aimed at enhancing family life quality among educational professionals. These findings call for actionable interventions to mitigate the challenges posed by social media addiction, ensuring a balanced integration of digital habits into daily life without compromising familial well-being.

**Keywords:** Social media addiction, Family Quality of Life, Jordanian Educators.

#### الملخص

#### الأهداف:

يستكشف هذا البحث العلاقة المعقدة بين إدمان وسائل التواصل الاجتماعي وجودة الحياة الأسرية بين المعلمين الأردنيين. ومن خلال دراسة هذا التفاعل، يهدف البحث إلى تقديم رؤى حول كيفية تأثير السلوكيات الرقمية على الرفاه الأسري في سياق العاملين في قطاع التعليم.

#### المنهجية:

تم استخدام مقياسين مُعتمدين: مقياس إدمان وسائل التواصل الاجتماعي، الذي يقيس الأبعاد السلوكية والعاطفية والاجتماعية والمعرفية، ومقياس جودة الحياة الأسرية، الذي يقيس التفاعل الأسري، والرضا العاطفي، والرفاهية المادية، وممارسات تربية الأطفال. تم مسح عينة مكونة من 380 من المهنيين التربويين، واعتمدت الدراسة منهجية وصفية ارتباطية لتحليل البيانات وتحديد الأنماط والعلاقات المهمة.

## النتائج:

كشفت النتائج عن انتشار معتدل لإدمان وسائل التواصل الاجتماعي بين المشاركين، في مقابل مستوى مرتفع ملحوظ من جودة الحياة الأسرية. علاوة على ذلك، تم تحديد علاقة سلبية ذات دلالة إحصائية بين إدمان وسائل التواصل الاجتماعي وجودة الحياة الأسرية، مما يسלט الضوء على التأثير السلبي المحتمل للاستخدام المفرط للوسائل الرقمية على التفاعل الأسري.

## الاستنتاجات:

تؤكد النتائج على أهمية تعزيز الوعي باستخدام الواعي لوسائل التواصل الاجتماعي، إلى جانب تطوير برامج دعم نفسي اجتماعي تستهدف تحسين جودة الحياة الأسرية بين المهنيين التربويين. وتدعو هذه النتائج إلى تنفيذ تدخلات عملية للحد من تحديات إدمان وسائل التواصل الاجتماعي، وضمان تكامل متوازن للعادات الرقمية في الحياة اليومية دون التأثير على الرفاه الأسري.

الكلمات المفتاحية: إدمان وسائل التواصل الاجتماعي، جودة الحياة الأسرية، المعلمون الأردنيون.

## Introduction

The education sector stands as a fundamental pillar in the advancement and development of societies. Educators play a pivotal role in shaping the academic and moral foundations of future generations, carrying the immense responsibility of nurturing individuals who contribute to societal progress. However, the demanding nature of their work, characterized by mounting pressures and extensive workloads, has made achieving a sustainable work-life balance increasingly challenging.

Amidst the rapid evolution of technology, social media platforms have emerged as dominant digital tools profoundly influencing everyday life. These platforms, while offering unparalleled opportunities for communication, collaboration, and knowledge dissemination, also present potential drawbacks when used excessively. The phenomenon of "social media addiction" has gained attention as a behavioral concern, with evidence suggesting it may detrimentally affect various facets of life, including the quality of family relationships.

Awad (2013) conceptualizes social media as a network of interconnected digital systems that enable users to create personalized profiles and engage with others who share common interests, hobbies, or identities. Halasa (2013) further elaborates on the internet's role in facilitating the rapid exchange of information, providing

individuals with platforms for dialogue and connectivity. However, this digital interconnectedness, while valuable, can inadvertently lead to overuse, ultimately interfering with personal and familial well-being.

The relationship between social media addiction and family quality of life among educators represents a critical area of inquiry, particularly given the multifaceted roles educators play in society. As both role models shaping the academic and moral fabric of future generations and caregivers navigating their own familial responsibilities, educators are uniquely positioned at the intersection of professional and personal demands. Exploring how their social media usage patterns influence their ability to maintain this balance is essential for understanding the broader implications on their well-being and, subsequently, the societal outcomes they influence.

This study seeks to fill a significant gap in the literature by examining the connection between social media addiction and family life quality among Jordanian educators. The research aims to generate actionable insights to address the challenges posed by excessive social media use, offering strategies to promote a healthier equilibrium between professional responsibilities and personal commitments. By addressing these dynamics, the study aspires to support educators in fostering well-being not only within their own families but also within the communities they serve.

The rise of social networks since the mid-20th century has been nothing short of transformative. Initially conceived as experimental tools, these platforms underwent a remarkable evolution during the late 1990s and early 2000s, transitioning from basic services, such as personal profile creation and message exchanges, to multifaceted ecosystems catering to diverse user needs. Early platforms like MySpace and Facebook emerged as trailblazers, engaging in intense competition to capture the attention of global audiences and redefine how people connect and communicate (Naeem, 2017). Their influence laid the groundwork for the pervasive integration of social media into daily life, a phenomenon that continues to shape social interactions and individual behaviors on an unprecedented scale.

Social media addiction, often referred to as problematic social media use, is increasingly recognized as a behavioral concern with significant implications for mental and physical health. While not yet officially classified as a distinct disorder, the Diagnostic and Statistical Manual of Mental Disorders (DSM-V-TR) has identified it as a proposed subtype of internet or behavioral addiction (Casale & Banchi, 2020). Social media addiction includes several diagnostic criteria, such as: persistent preoccupation with these platforms, an increasing need to use them to achieve satisfaction, failure to reduce usage despite repeated attempts, negative impact on daily activities and social relationships, feelings of anxiety or depression when disconnected, and using social media as a way to escape problems or improve mood (Andreassen et al., 2012). Cook (2011) offers a precise definition, describing social media addiction as the persistent and excessive use of social platforms, accompanied by a loss of control. This compulsive behavior leads to a spectrum of psychological and social challenges, including insomnia, unhealthy dietary habits, diminished physical activity, and a disruption of essential daily routines.

Al-Nireb (2016) further highlights the detrimental impact of excessive social media use on both physical and mental well-being. The consequences include, but are not limited to:

1. Increased risk of sleep disturbances and chronic insomnia.
2. Deterioration in dietary patterns and poor nutritional choices.
3. A decline in physical activity levels, contributing to sedentary lifestyles.
4. Interference with professional, academic, and personal responsibilities.

By shedding light on these adverse outcomes, the growing body of research underscores the urgent need to address social media addiction as a pressing public health issue. Understanding its multifaceted effects is crucial for developing targeted interventions aimed at promoting healthier digital habits and mitigating its pervasive impact on individual and societal well-being.

The underlying reasons for social media addiction can be attributed to several psychological and situational factors. One prominent contributor is the inability to effectively cope with daily life challenges. For some individuals, navigating everyday pressures and responsibilities becomes overwhelming, prompting them to seek refuge in the virtual world. Social media offers a convenient escape, providing

temporary distraction from reality. Another significant factor is shyness or social anxiety; individuals who struggle with face-to-face interactions often find solace in the controlled and less intimidating environment of online platforms. Similarly, a lack of affection, love, or attention in real life may drive individuals to social media as a means of fulfilling these unmet emotional needs. Furthermore, the inability to manage life stress effectively can compel individuals to use social media as a temporary relief mechanism, providing a fleeting sense of solace from their problems (Younes, 2016).

Younes (2016) further outlines a range of symptoms associated with social media addiction. These symptoms include excessive time spent online, often at the expense of other responsibilities, and experiencing intense anxiety or stress when access to the internet is restricted, which can sometimes escalate to depression. Addiction may also manifest in neglecting familial, social, and professional obligations, as individuals prioritize online engagement over real-life commitments. Another hallmark symptom is the stark emotional contrast experienced by individuals: an exaggerated sense of happiness and relief while using social media, juxtaposed with heightened anxiety and discomfort during periods of disconnection. Additional symptoms include disruptions to sleep patterns and a gradual deterioration in personal and social relationships.

The intricate interplay between social media addiction and psychological and emotional vulnerabilities highlights the complexity of this modern phenomenon. Understanding its causes and symptoms is critical for devising effective interventions that address the root causes and provide meaningful support for individuals grappling with excessive social media use.

### **Theoretical Perspectives on Social Media Addiction**

Several theoretical frameworks have been proposed to explain the mechanisms underlying social media addiction. Each offers valuable insights into the behavioral and psychological factors driving this issue:

#### **1. Learning Theory:**

Rooted in Skinner's operant conditioning, learning theory posits that social media use is reinforced through positive and negative reinforcement. Positive reinforcement occurs when users experience feelings of happiness and excitement

while engaging with social media, while negative reinforcement emerges as users avoid distressing emotions associated with abstinence. For individuals who are shy or socially anxious, social media provides a refuge, enabling them to escape real-world interactions that may provoke discomfort. This cycle of reinforcement perpetuates habitual and excessive use (Abu Hamza & Hilal, 2014).

## **2. Life Skills Deficit Model:**

Caplan's (2003) life skills deficit model emphasizes the role of underlying psychological challenges, such as loneliness and depression, in fueling social media addiction. According to this model, individuals with negative perceptions of their social relationships are drawn to online interactions, which offer a more appealing and less restrictive medium of communication. Social media platforms allow users to express themselves more freely, revealing dimensions of their personalities that may remain hidden in face-to-face interactions. This framework suggests that social media can serve as a tool for social liberation, particularly for individuals who feel constrained by traditional modes of interaction.

## **Understanding Family Life Quality**

Family life quality is a multifaceted concept that encompasses mental health, the ability to cultivate positive relationships, and overall life satisfaction. It plays a pivotal role in enhancing individuals' resilience and equipping them to navigate challenges while achieving personal and professional goals. Putnam (1995) underscores the importance of family life quality, viewing the family as society's most cohesive and foundational unit. He highlights the family's role in fostering harmony among its members, thereby contributing to the psychological stability and emotional balance of children. Park et al., (2003) expands on this idea, defining family life quality as the conditions that enable families to meet their collective needs and empower members to enjoy life together. This includes opportunities for engaging in shared activities that hold intrinsic value and significance for the family unit.

Ayash (2021) delves into the dimensions of family life quality, identifying emotional well-being, family interaction, and effective parenting as core elements that shape familial dynamics. Similarly, Nasri and Brahmi (2022) categorize these dimensions into individual and family aspects. The individual aspects include emotional well-

being, social interaction, health status, productivity, resilience, and coping styles, while the family aspects encompass daily interactions, parenting, and material conditions. Together, these dimensions illustrate the interconnectedness of individual and collective needs in achieving a balanced and fulfilling family life.

### **Integration of Social Media Addiction and Family Life Quality**

Theoretical and empirical insights into social media addiction and family life quality underscore the intricate relationship between these phenomena. Social media addiction, driven by psychological vulnerabilities and reinforced through behavioral patterns, can disrupt family dynamics, thereby affecting the collective well-being of its members. Conversely, strong family life quality—characterized by emotional resilience, healthy interactions, and shared values—can act as a protective factor, mitigating the adverse effects of social media addiction.

By synthesizing these perspectives, this study aims to explore the intersection of social media addiction and family life quality, offering actionable insights to foster a healthier balance between digital engagement and familial harmony. This holistic approach is vital for addressing the challenges posed by the digital age while preserving the foundational role of the family in ensuring individual and societal well-being.

### **Theories Explaining Family Life Quality**

Understanding family life quality requires examining it through two primary theoretical lenses: the social perspective and the psychological perspective. Each offers unique insights into the factors shaping this multifaceted concept, highlighting its objective and subjective dimensions.

#### **The Social Perspective**

This perspective asserts that quality of life is a measurable, objective construct, evaluated through a range of tangible indicators. Proponents argue that factors such as demographic metrics (birth and death rates), health indicators (overall health status), economic variables (income and employment opportunities), and social metrics (sense of belonging to a community) collectively define the quality of life. Khashmoun (2017) emphasizes that these objective indicators not only reflect individual well-being but also illuminate the broader quality of life experienced within families. By aggregating these measurable elements, the social perspective

provides a framework for assessing how societal structures influence familial stability and satisfaction.

### **The Psychological Perspective**

The psychological perspective views quality of life as a deeply subjective phenomenon, rooted in an individual's perception of their life circumstances. This includes factors such as income level, housing quality, and job satisfaction, alongside psychological constructs like values, aspirations, expectations, and personal fulfillment. Al-Arabi (2020) highlights that achieving quality of life requires the realization of these elements, which collectively address Maslow's hierarchy of needs—a foundational framework for psychological and social equilibrium. From this viewpoint, the fulfillment of basic and higher-order needs is pivotal for fostering a sense of harmony, satisfaction, and purpose in both individual and family contexts.

### **Quality of Life Within the Family Context**

When applied to families, the concept of quality of life encompasses both internal dynamics and external interactions. Internally, it reflects the degree of stability, mutual understanding, and effective communication among family members. Families that cultivate emotional support and open dialogue create an environment conducive to comfort and harmony. Externally, family life quality is influenced by the ability of its members to engage positively with their social surroundings and maintain a healthy balance between work and personal life. This balance reinforces individual and collective well-being, enabling families to thrive within broader societal systems (Schlebusch, 2017).

By synthesizing these perspectives, this study underscores the importance of integrating both objective and subjective dimensions in understanding family life quality. The interplay between societal structures and individual perceptions shapes the experiences of families, providing a comprehensive framework for assessing their well-being. Recognizing these factors is essential for designing interventions and policies aimed at enhancing family life quality, ultimately supporting broader societal harmony and progress.

Quality of life is shaped by a multitude of factors, including the challenges brought about by modern technology, with social media addiction emerging as a critical

concern. Excessive use of social media platforms is increasingly recognized as a contributor to the decline in family life quality, primarily due to its detrimental effects on family interaction time, heightened psychological stress, and weakened social bonds (Zabriskie & McCormick, 2001). This context underscores the importance of investigating the relationship between social media addiction and family life quality, particularly among educators who navigate the dual challenges of professional responsibilities and familial obligations.

While significant research has been conducted on the impacts of social media addiction—examining dimensions such as time spent online, its effects on social interaction, and the psychological repercussions on family dynamics—gaps remain in understanding the nuanced interplay of these factors in specific populations like educators. This section critically reviews key studies in the field, with a focus on their findings and conclusions, to identify areas requiring further exploration.

### **Previous Research on Social Media Addiction and Family Dynamics**

Topino et al., (2023) conducted a comprehensive study investigating the factors contributing to social media addiction, emphasizing the mediating role of Fear of Missing Out (FOMO) and its interplay with family functioning patterns. The study involved a diverse sample of 303 social media users (mean age = 35.29, SD = 14.87, 65% female, 35% male) who completed validated questionnaires, including the Bergen Social Media Addiction Scale, the Family Adaptability and Cohesion Scale, and the Fear of Missing Out Scale.

Using Pearson correlation analysis and structural equation modeling, the study found that family functioning patterns, such as cohesion, flexibility, and enmeshment, were significantly correlated with levels of social media addiction. Notably, FOMO fully mediated the relationship between these family dynamics and social media addiction. Structural equation modeling further revealed the protective effects of flexible and cohesive family patterns in mitigating addiction risks. In contrast, family enmeshment and heightened FOMO emerged as significant risk factors.

The findings underscore the critical need to address FOMO and dysfunctional family patterns in developing effective prevention and treatment programs. By fostering family cohesion and flexibility, these interventions could enhance both

mental and social well-being, reducing the prevalence and impact of social media addiction.

Engstrand and Wilder (2024) examined parents' satisfaction with school-family collaboration and their family life quality during the COVID-19 pandemic. The study surveyed 26 parents of public high school students (grades 7–9) using a demographic questionnaire, the Family Quality of Life (FQOL) scale, and a school-family collaboration scale. The results highlighted parents' dissatisfaction with collaboration in child-related aspects and lower satisfaction with the emotional well-being component of family life quality. Strong positive correlations emerged between school-family collaboration and both disability support and family life quality. The study concluded that fostering effective school-family partnerships is critical for improving student outcomes and enhancing family life quality. Practical recommendations included designing training programs for current and future educators. However, the study acknowledged limitations related to its small sample size and participant recruitment challenges, calling for further research to strengthen the evidence base.

Salhi and Sbaty (2024) explored the impact of TikTok use on family relationships among university students. Their findings revealed that excessive TikTok use was associated with a decline in family relationships, with female students being particularly affected. Heavy usage was linked to increased family estrangement and social isolation, highlighting the potential for social media platforms to disrupt familial bonds and cohesion.

The study by Topino et al. (2023) provides valuable insights into the complex relationship between family functioning and social media addiction. However, it also raises critical questions about the generalizability of these findings to specific populations, such as educators, who face unique stressors related to balancing professional and family responsibilities. Additionally, while the study highlights the mediating role of FOMO, it leaves room for further exploration of other potential mediators, such as work-related stress or cultural factors, that may influence this relationship. By building on these findings, the present study aims to address these gaps, focusing on Jordanian educators as a distinct demographic. Through a nuanced exploration of the interplay between social media addiction and family life

quality, this research seeks to contribute actionable insights to support educators in maintaining a healthy balance between their digital engagement and familial responsibilities.

Dizdarević *et al.* (2022) investigated Family Quality of Life (FQOL) among families with children with developmental disabilities in Bosnia and Herzegovina. Their research analyzed the relationship between FQOL and factors such as parental demographics, child characteristics, and parental mental health. Findings indicated that parents of children with autism spectrum disorder and moderate intellectual disabilities reported significantly lower FQOL compared to parents of children with mild intellectual disabilities or typically developing children. Additionally, the study identified parental mental health issues, including depression, anxiety, and stress, as significant predictors of lower FQOL. These findings underscore the complex interplay between child-specific factors and parental well-being in shaping family quality of life.

Hamri and Mezghrani (2020) conducted a study to explore the relationship between social media addiction and personal and family adjustment among university students. Their research focused on identifying whether significant differences in social media addiction and adjustment existed based on gender and academic specialization. The study involved 174 students from the University of Oran 2 and utilized a descriptive research approach alongside three data collection scales. The findings revealed a significant negative correlation between social media addiction and both personal and family adjustment. Notably, females exhibited higher levels of personal adjustment compared to males. However, the study found no significant differences in social media addiction or family adjustment based on academic specialization. These results underscore the importance of demographic variables in understanding the impact of social media addiction.

### **Research Significance and Gaps**

A review of previous studies, both domestic and international, demonstrates the critical importance of understanding the relationship between social media addiction and family life quality. While these studies provide valuable insights, they highlight a significant research gap: the lack of focus on educators, particularly within the Jordanian context. For instance, Topino *et al.* (2023) emphasized the

mediating role of psychological factors, such as the Fear of Missing Out (FOMO), in exacerbating social media addiction and its negative influence on family patterns. Their findings suggest the need to investigate these dynamics in professional populations, such as educators, who face unique stressors due to the intersection of professional and familial responsibilities.

Hamri and Mezghrani's (2020) exploration of demographic differences in social media addiction and family adjustment underscores the importance of considering variables like gender and family dynamics. Educators, often navigating demanding professional and personal roles, may experience these challenges differently, necessitating targeted research in this group. Similarly, Engstrand and Wilder (2024) highlighted the critical role of school–family collaboration in enhancing family life quality, offering a lens to explore how educators' professional environments influence their familial well-being.

Moreover, the findings of Dizdarević et al. (2022) on the impact of stress, anxiety, and depression on family quality of life are particularly relevant to educators, given the high-pressure nature of their work. Lastly, the work of Al-Salihi and Sabti (2024) emphasizes the disruptive potential of specific social media platforms like TikTok on family relationships, raising questions about the broader impact of digital habits on family cohesion within Jordanian society.

### **Research Problem and Questions**

The widespread adoption of social media platforms has seamlessly integrated them into the fabric of daily life. While these platforms were initially designed to enhance communication and connectivity, excessive use has raised significant concerns, extending its adverse effects beyond individuals to impact family life. Addiction to social media, characterized by prolonged and compulsive engagement, can erode the quality of family interactions, reducing opportunities for meaningful face-to-face communication and weakening emotional and social bonds among family members.

This issue becomes particularly critical in the context of educational workers, who shoulder demanding professional responsibilities and face persistent work pressures. Striving to balance the dual demands of work and family life is already a challenge; however, the added burden of social media addiction can further disrupt this

delicate equilibrium. The potential consequences include diminished family stability, impaired communication, and reduced satisfaction within the family unit, ultimately affecting the well-being of both the educators and their families. The core of this research problem, therefore, lies in understanding the nature of the relationship between social media addiction and family life quality among Jordanian educational workers. This study aims to explore how addiction to social media influences various dimensions of family life, such as stability, communication, and overall satisfaction. By examining this interplay, the research seeks to identify factors that may exacerbate or mitigate the negative effects of social media addiction in the context of educational professionals.

### **Research Questions**

To address this problem, the study is guided by the following research questions:

1. What is the level of social media addiction among Jordanian educational workers?
2. What is the level of family life quality among Jordanian educational workers?
3. Is there a significant correlation ( $\alpha \leq 0.05$ ) between social media addiction and family life quality among Jordanian educational workers?
4. Are there significant differences ( $\alpha \leq 0.05$ ) in social media addiction and family life quality attributed to gender?

### **Significance of the Study**

This study addresses a critical and timely issue: the pervasive addiction to social media and its implications for family life quality, particularly among a vital segment of society—educational workers. The significance of the study is multifaceted, encompassing both theoretical and practical dimensions that contribute meaningfully to academic discourse and real-world applications.

#### **1. Theoretical Significance**

The study advances the body of knowledge by providing a nuanced understanding of the relationship between modern technology and family life dynamics. By focusing on the impact of excessive social media use on family interactions, it fills a critical research gap, particularly in the context of educational workers who face the dual pressures of professional and familial responsibilities. Additionally, this research delves into the concept of family life quality, examining its psychological

and social dimensions. In doing so, it strengthens the theoretical underpinnings in psychology and family sociology, offering insights into how digital behaviors intersect with familial well-being. This enriched understanding can serve as a foundation for further studies, particularly in exploring the broader implications of technology addiction on social structures.

## **2. Practical Significance**

The practical value of this study lies in its development of culturally and socially tailored measures for assessing social media addiction and family life quality within the Jordanian context. These measures provide researchers and practitioners with precise tools to evaluate the impact of excessive social media use on familial relationships and interactions. By equipping stakeholders with these tools, the study facilitates the design and implementation of intervention programs aimed at mitigating the adverse effects of technology addiction. These programs can target improving family life quality by promoting healthier digital habits and fostering stronger family bonds.

Moreover, the findings of this research have implications for developing preventive strategies that address the challenges posed by technology addiction. By highlighting actionable insights, the study supports policymakers, educators, and mental health professionals in creating balanced approaches to integrating social media into daily life while preserving family stability. These measures also serve as a valuable reference for future research, providing a roadmap for exploring the intersection of social media use and family well-being across different cultural and professional settings.

## **Operational and Conceptual Definitions**

### **Social Media Addiction**

Social media addiction is conceptualized as an excessive preoccupation with the use of social media platforms. Individuals experiencing this addiction exhibit a compulsive need to log in or interact on these platforms, dedicating substantial amounts of time and energy to them. This behavior often disrupts other aspects of their lives, including social activities, academic or professional responsibilities, personal relationships, and mental and physical well-being (Andreassen & Pallesen, 2014).

Operationally, social media addiction is measured by the scores participants achieve on a specifically designed social media addiction scale developed for this study. This operationalization allows for a quantitative assessment of the phenomenon, providing a reliable metric to analyze its prevalence and impact.

### **Family Quality of Life**

Family quality of life is conceptually defined as the extent to which the needs for connection, harmony, and togetherness among family members are met. It encompasses the degree to which families enjoy shared experiences and opportunities for achieving collective and individual goals (Park *et al.*, 2003).

Operationally, family quality of life is measured by the scores participants obtain on a family quality of life scale created for this study. This scale evaluates dimensions such as emotional satisfaction, family cohesion, and the ability to achieve shared objectives, offering a comprehensive measure of family well-being.

### **Study Limitations**

#### **Geographic Scope**

The study is geographically limited to educational workers in Jordan, making its findings particularly relevant to this cultural and social context. However, this focus may restrict the generalizability of the results to other countries or professional groups. While the findings offer valuable insights, their applicability to broader populations should be interpreted with caution.

#### **Sample Limitations**

The study relies on self-reported data from participants, which inherently carries the potential for bias. Responses may be influenced by individual perceptions, social desirability, or inaccuracies, which could impact the reliability and validity of the data collected. Despite these limitations, the study employs rigorous methodologies to mitigate biases and ensure meaningful interpretations of the results.

### **Methodology**

#### **Research Population and Sample**

The research targeted Jordanian educational workers, encompassing both male and female participants. A sample of 380 individuals was drawn from public and private schools across various Jordanian governorates. The sample included 351 female

participants and 72 male participants. Additionally, the study covered 28 private schools and 37 public schools. This diverse sample spanned different age groups and levels of professional experience, ensuring a comprehensive representation of the educational sector. Such diversity provided a robust foundation for analyzing the relationship between social media addiction and family life quality, enhancing the generalizability and accuracy of the findings.

### **Research Instruments**

To achieve the study's objectives, the researchers utilized a combination of validated tools, including a **social media addiction scale** and a **family quality of life scale**. A detailed overview of these instruments is provided below:

#### **1. Social Media Addiction Scale**

The social media addiction scale was developed by the researchers, drawing on extensive theoretical literature and existing instruments, including those by Regina et al., (2016), Gokdas & Kuzucu (2019), and Şahin (2018). The initial version of the scale consisted of 16 items distributed across four key dimensions:

- **Behavioral:** Assessing patterns of excessive use and compulsive behaviors.
- **Emotional:** Measuring feelings of dependency and emotional attachment to social media.
- **Social:** Evaluating the impact of social media on interpersonal interactions.
- **Cognitive:** Analyzing preoccupation and thought patterns related to social media use.

#### **Validity and Reliability:**

- **Face Validity:** To establish the scale's validity, it was reviewed by a panel of 10 expert faculty members specializing in psychological counseling. These experts evaluated the comprehensiveness of the items, linguistic clarity, and their appropriateness for the target population. An agreement rate of 80% was achieved, indicating strong consensus on the scale's quality and relevance.
- **Reliability:** The scale's reliability was assessed using Cronbach's alpha coefficient, which measured its internal consistency across the four dimensions. This ensured that the scale provided reliable and consistent results in capturing the level of social media addiction among educational workers.

**Item discrimination:** To assess the construct validity of the scale, Pearson correlation coefficients were calculated between responses to the items and the scale's total score.

**Table 1 Correlation coefficient between the item, dimension, and total score of the social media addiction scale**

Behavioral			Emotional			Social			Cognitive		
Number	correlated with dimension	correlated with total score	Number	correlated with dimension	correlated with total score	Number	correlated with dimension	correlated with total score	Number	correlated with dimension	correlated with total score
1	.672**	.488**	6	.784**	.499**	10	.752**	.644**	14	.872**	.672**
2	.726**	.550**	7	.807**	.565**	11	.731**	.637**	15	.878**	.649**
3	.780**	.622**	8	.820**	.605**	12	.765**	.651**	16	.759**	.655**
4	.502**	.457**	9	.650**	.682**	13	.771**	.627**	Correlation between the dimension and the total score		.787**
5	.733**	.676**	Correlation between the dimension and the total score		.763**	Correlation between the dimension and the total score		.847**			
Correlation between the dimension and the total score		.815**									

The data presented in Table 1 shows that the correlation coefficients between the items and the total scale score ranged from 0.457 to 0.682, while the correlations between items and their respective dimensions ranged from 0.502 to 0.878. The correlations between dimensions and the total score ranged from 0.763 to 0.847. An item was considered acceptable if it was significant at the 0.05 level. Based on this criterion, the item correlations were acceptable.

To ensure the reliability of the social media addiction scale, Cronbach's alpha coefficient was calculated to assess the internal consistency of the scale. Table 2 presents the results."

Table 2 Reliability coefficients of the dimensions and the overall scale of social media addiction.

Dimension	Reliability Coefficient
Behavioral	0.723
Emotional	0.767
Social	0.746
Cognitive	0.786
Overall Scale	0.884

Table 2 shows that the internal consistency reliability coefficients for the scale and its dimensions ranged from 0.723 to 0.884. These coefficients are considered good, as they are all above 0.60."

### Scale correction

To improve the scale, a 5–point Likert scale was adopted to measure the level of family life quality. Responses were scored as follows: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1).

The average level of family life quality was calculated using the following formula:  $(5-1)/3 = 1.33$ . Based on this, the levels were categorized as follows: 1.00–2.33: low level; 2.34–3.66: moderate level; 3.67–5.00: high level."

### Second: Family Quality of Life Scale

The researchers developed a family quality of life scale based on Alnahdi, Schwab, and Elhadi's (2021) scale, which originally consisted of 25 items distributed across five dimensions: family interaction, child–rearing, emotional well–being, material well–being, and support related to disability. To align with the study's objectives, the researchers removed the fifth dimension, leaving the initial version with 21 items to measure the family quality of life of educational workers.

The scale's validity was assessed through face validity and item discrimination, and its reliability was determined using Cronbach's alpha coefficient for internal consistency.

**Face Validity:** The initial version of the scale was presented to 10 expert faculty members in psychological counseling to assess the comprehensiveness,

clarity, and appropriateness of the items. Based on their feedback, the scale was refined, with an agreement rate of 80% among the experts.

**Item Discrimination:** Pearson correlation coefficients were calculated to examine the relationship between individual items and the overall scale score, as well as between items and their respective dimensions, as shown in Table 3”

**Table 3** Correlation coefficient between the item, dimension, and total score of the family quality of life scale

Family interaction			Child-rearing			Emotional well-being			Material well-being		
Number	correlated with dimension	correlated with total score	Number	correlated with dimension	correlated with total score	Number	correlated with dimension	correlated with total score	Number	correlated with dimension	correlated with total score
1	.709**	.544**	7	.700**	.604**	13	.829**	.764**	17	.772**	.528**
2	.834**	.693**	8	.608**	.488**	14	.804**	.611**	18	.828**	.543**
3	.808**	.700**	9	.738**	.626**	15	.804**	.696**	19	.778**	.533**
4	.762**	.624**	10	.801**	.685**	16	.789**	.551**	20	.773**	.579**
5	.790**	.666**	11	.727**	.562**	Correlation between the dimension and the total score	.809**	.730**	21	.721**	.671**
6	.735**	.604**	12	.778**	.661**				Correlation between the dimension and the total score		
Correlation between the dimension and the total score		.826**	Correlation between the dimension and the total score		.834**				Correlation between the dimension and the total score		

Significant at the 0.05 level

The data presented in Table 3 shows that the correlation coefficients between the items and the total scale score ranged from 0.488 to 0.764, the correlations between items and their respective dimensions ranged from 0.608 to 0.834, and the correlations between dimensions and the total score ranged from 0.703 to 0.834. An item was considered acceptable if it was significant at the 0.05 level. Based on this criterion, the item correlations were acceptable.

**Reliability:** To ensure the reliability of the family quality of life scale, Cronbach's alpha coefficient was calculated to assess the internal consistency of the scale. Table 4 presents the results.

**Table 4 Reliability coefficients of the family quality of life scale dimensions and the overall scale**

Dimension	Reliability Coefficient
Family interaction	0.864
Emotional well-being	0.820
Child-rearing	0.819
Family interaction	0.830
Overall Scale	0.915

Table 4 shows that the internal consistency reliability coefficients for the scale and its dimensions ranged from 0.819 to 0.915. These coefficients are considered very good, as they are all above 0.60."

### **Scale correction**

To improve the scale, a 5-point Likert scale was adopted to measure the level of family life quality. Responses were scored as follows: strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2), and strongly disagree<sup>1</sup> (1). The average level of family life quality was calculated using the following formula:  $(5-1)/3 = 1.33$ . Based on this, the levels were categorized as follows: 1.00–2.33: low level; 2.34–3.66: moderate level; 3.67–5.00: high level.

### **Study procedures**

**The following procedures were followed to conduct the study:**

- Reviewing the previous literature and studies and utilizing them for the study.
- Constructing the study instruments and verifying their validity and reliability.

- Piloting the study instruments (scales) by presenting them to a group of experts to verify the face validity of the scales.
- Preparing the scales in an electronic format and distributing them to the education sector.
- Conducting the necessary statistical analyses and processing them using the Statistical Package for the Social Sciences (SPSS) and preparing the final research."

## Results

### Results related to the first question: What is the level of social media addiction among educational workers in Jordan?"

To answer this question, the means and standard deviations of social media addiction among educational workers in Jordan were calculated, and the results are presented in Table 5."

Table 5 Means and standard deviations of social media addiction among Jordanian educational workers

Dimension	Rank	Mean	Standard deviation	Level
Behavioral	1	2.75	0.78	Medium
Social	2	2.44	0.86	Medium
Emotional	3	2.37	0.88	Medium
Cognitive	4	2.31	0.96	Low
Social media addiction		2.49	0.69	Medium

"Table 5 shows that the mean scores for the dimensions of social media addiction ranged from 2.75 to 2.37. The behavioral dimension had the highest mean (2.75) with a standard deviation of 0.78, while the cognitive dimension had the lowest mean (2.31) with a standard deviation of 0.96. The overall mean score for the scale was 2.49 with a standard deviation of 0.69, indicating a moderate level."

### "Results related to the second question: What is the degree of family life quality among workers in the Jordanian education sector?"

To answer the second question: What is the level of family life quality among educational workers in Jordan? The means and standard deviations of family life quality among educational workers in Jordan were calculated, and the results are presented in Table 6.

**Table 6** Arithmetic means and standard deviations of the level of family quality of life among workers in the educational sector in Jordan

Dimension	Rank	Mean	Standard deviation	Level
Family interaction	1	4.18	0.66	High
Child-rearing	2	4.10	0.61	High
Material well-being	3	4.01	0.81	High
Emotional well-being	4	3.45	0.89	Medium
Family quality of life		3.98	0.58	High

Table 6 shows that the mean scores for the dimensions of family quality of life ranged from 3.45 to 4.18. Family interaction had the highest mean (4.18) with a standard deviation of 0.66, while emotional well-being had the lowest mean (3.45) with a standard deviation of 0.89. The overall mean score for the scale was 3.98, with a standard deviation of 0.58, indicating a high level."

**"Results related to the third question: Is there a statistically significant correlation at the level ( $\alpha \leq 0.05$ )**

**between social media addiction and the quality of family life of workers in the educational sector in Jordan?"**

To answer the third question: Is there a significant correlation ( $\alpha \leq 0.05$ ) between social media addiction and family life quality among Jordanian educational workers? To answer this question, Pearson correlation coefficient was used to examine the relationship between social media addiction and family life quality among Jordanian educational workers, and the results are presented in Table 7.

**Table 7** The existence of common values for Pearson's correlation between addiction to social networking sites and the existence of family life for workers in the educational sector in Jordan

Dimensions of comparison		Family quality of life
Social media addiction	Correlation coefficient	-.262**
	Significance level	0.000

Table 7 shows a negative correlation of  $-0.262$  between social media addiction and family quality of life among educational workers, which is statistically significant at the 0.05 level. This indicates that as social media addiction increases, family quality of life tends to decrease.

**"Results related to the fourth question: Are there statistically significant differences at the level ( $\alpha \leq 0.05$ ) in social networking sites and family quality of life attributed to the gender variable?"**

To answer the fourth question: Are there any significant differences ( $\alpha \leq 0.05$ ) in social media addiction and family quality of life attributed to gender? To answer this question, the means, standard deviations, and independent samples t-test were calculated for the responses of study participants on the social media addiction and family quality of life scales, according to gender. The results are presented in Table 8.

**Table 8 Means and standard deviations of social media addiction and family quality of life scores, grouped by gender**

Variable		Number	Mean	Standard deviation	T-value	Degrees of freedom	Statistical significance
Family quality of life	Male	69	4.01	0.55	0.591	379	0.555
	Female	312	3.97	0.59			
Social media addiction	Male	69	2.55	0.73	0.704	379	0.482
	Female	312	2.48	0.68			

Table 8 shows that male participants reported higher levels of family quality of life compared to female participants, with a mean of 4.01 and a standard deviation of 0.55 for males, compared to a mean of 3.97 and a standard deviation of 0.59 for females. Similarly, male participants reported higher levels of social media addiction with a mean of 2.55 and a standard deviation of 0.73, compared to a mean of 2.48 and a standard deviation of 0.68 for females. However, the independent samples t-test revealed no statistically significant differences ( $\alpha = 0.05$ ) in terms of social media addiction and family quality of life between males and females, as indicated by the t-values of 0.591 and 0.704, respectively."

## Discussion of results

### Discussion of the first research question

The findings of the first research question reveal that Jordanian educational workers exhibit a moderate level of social media addiction, with an overall mean score of 2.49 (SD = 0.69). This level of addiction is particularly noteworthy given the dual pressures these individuals face in balancing professional responsibilities and personal lives in an increasingly digitalized world. A nuanced analysis of the dimensions provides deeper insights into the behavioral patterns and contextual factors shaping these outcomes.

The behavioral dimension recorded the highest mean among the assessed dimensions, indicating that frequent engagement in social media activities—such as browsing and prolonged screen time—dominates the addiction profile of educational workers. This trend is likely fueled by the growing reliance on digital platforms for professional communication, instructional delivery, and resource sharing. The integration of technology into education blurs the lines between functional use and excessive engagement, creating a challenge in discerning productivity from compulsion. These results align with Kuss and Griffiths (2017), who observed that the behavioral impacts of social media are often amplified in environments where technology serves dual roles, both as a tool and as a source of distraction.

In contrast, the cognitive dimension scored the lowest, suggesting that the influence of social media on cognitive functioning is less pronounced among educational workers. This finding may reflect the sector's inherent demand for organizational skills, focus, and problem-solving, which potentially buffers the cognitive detriments of excessive social media use. Moreover, the structured and goal-oriented nature of educational work may encourage purposeful rather than passive consumption of digital content. These results resonate with the findings of Andreassen et al. (2012), who reported that professionals in cognitively demanding roles exhibit lower susceptibility to the cognitive impairments associated with social media addiction.

The moderate levels of emotional and social addiction identified in the study highlight the dual role of social media as a tool for emotional support and social

interaction. While social media provides opportunities for connection, particularly in high-pressure professions like education, it has not overtaken real-life relationships as the primary source of emotional fulfillment or social bonding for these individuals. These findings corroborate the work of Turel et al. (2018), which emphasized that professionals often maintain moderate levels of social media dependency due to their ability to balance online interactions with offline commitments.

The moderate overall level of social media addiction among educational workers underscores the delicate interplay between professional demands, technological integration, and personal well-being. On one hand, social media serves as an indispensable tool for educators, facilitating communication, collaboration, and resource access. On the other hand, its excessive use introduces risks that could disrupt work-life balance, family interactions, and mental health. These results suggest that the behavioral impacts of social media addiction may be more immediate and visible, while cognitive and emotional effects are mitigated by the professional and organizational structures inherent in education. The findings highlight a pressing need to explore targeted interventions and policies that encourage balanced social media use, emphasizing its functional benefits while minimizing its disruptive potential. Practical strategies, such as digital literacy programs, time management training, and promoting offline social interactions, can empower educators to leverage technology effectively without compromising their well-being.

### **Discussion of the second research question**

The findings addressing the second research question reveal that family quality of life among Jordanian educational workers is relatively high, with an overall mean score of 3.98 (SD = 0.58). This indicates that, despite the demands of their profession, these individuals generally experience a positive and fulfilling family life. A closer examination of the dimensions provides deeper insights into the dynamics at play. The dimension of family interaction recorded the highest mean score, suggesting that educational workers maintain strong, positive, and frequent interactions with their family members. This finding reflects the potential benefits of the education profession, which often offers relatively flexible schedules

compared to other demanding occupations. Such flexibility may provide opportunities for family engagement, fostering stronger bonds and more meaningful connections. The importance of family interaction in enhancing overall family quality of life is well-documented in the literature. Feldman et al. (2018) highlighted that frequent and supportive family interactions are integral to creating a harmonious home environment, reinforcing emotional stability, and promoting collective well-being.

The high score in family interaction suggests that educational workers may use their interpersonal skills, honed through professional interactions with students and colleagues, to build and sustain robust relationships within their own families. This demonstrates a positive spillover effect from their professional lives to their personal lives, underscoring the interconnected nature of these domains. Conversely, emotional well-being scored the lowest among the dimensions, pointing to potential challenges within this area. Educational workers often face significant daily pressures, including heavy workloads, student-related issues, and the demands of academic performance. These stressors can take a toll on the emotional health of both the workers and their families, potentially limiting their ability to fully address emotional needs within the household.

This finding aligns with Roffey's (2012) work, which emphasized the impact of work-life balance on family well-being. When professional demands encroach on personal time, they can hinder the capacity for emotional connection and support among family members. Moreover, the education sector, while offering flexibility, often carries emotional burdens such as managing student difficulties or addressing parental expectations, which may spill over into home life.

The relatively lower score in emotional well-being highlights an area for potential improvement. Targeted interventions, such as stress management programs, mental health support, and professional development opportunities focused on emotional resilience, could equip educational workers with tools to better manage work-related stress and strengthen emotional connections within their families. The results of this study underscore the dual-edged nature of the education profession. While its structural characteristics facilitate positive family interactions, the emotional demands of the job can impose challenges to maintaining emotional

well-being within families. These findings have important implications for both educators and policymakers. On an individual level, educators can benefit from strategies that enhance emotional awareness and foster stronger emotional bonds at home. On an institutional level, education administrators and policymakers should consider integrating family support initiatives and mental health resources into the professional development of educators.

### **Discussion of the third research question**

The findings of the third research question reveal a significant negative correlation ( $r=-0.262, p<.001$ ) between social media addiction and family quality of life among Jordanian educational workers. This inverse relationship indicates that higher levels of social media addiction are associated with a decline in family quality of life, underscoring the disruptive impact of excessive digital engagement on familial well-being.

This negative correlation can be attributed to several interconnected factors. Excessive use of social media often leads to diminished time and engagement in meaningful family activities. Individuals preoccupied with social media may struggle to allocate sufficient time for face-to-face interactions and shared experiences, which are essential for nurturing strong family bonds. This reduced engagement can erode emotional connections, weaken communication, and compromise the overall quality of family relationships.

Moreover, overreliance on social media blurs the boundaries between personal and professional life, particularly for educational workers who are already navigating high levels of work-related pressure. Substituting online interactions for in-person communication can exacerbate this issue, creating a sense of detachment and dissatisfaction within the family unit. These findings align with the work of Twenge et al., (2018), who highlighted the detrimental effects of excessive social media use on interpersonal relationships, including the erosion of intimacy and mutual understanding within families.

The relationship between social media addiction and family quality of life can also be explained by its psychological and social implications. Educational workers, who already face the challenge of balancing demanding professional responsibilities with personal life, may find social media addiction to be an additional stressor. Prolonged

and compulsive engagement with social media platforms can contribute to heightened stress, anxiety, and emotional exhaustion, which negatively affect familial interactions and overall well-being. Andreassen et al. (2012) support this interpretation, demonstrating that excessive reliance on social media is strongly correlated with increased levels of psychological distress. This distress can manifest as irritability, withdrawal, or decreased patience, further straining family dynamics. The cumulative effect of these stressors is a decline in family quality of life, characterized by reduced harmony and a diminished sense of emotional fulfillment. The significant inverse relationship between social media addiction and family quality of life highlights the urgent need for targeted strategies to mitigate these negative effects. Raising awareness about the importance of time management and balanced social media use is essential, particularly for professionals such as educators, who require a delicate equilibrium between their work and family lives. Practical interventions could include digital well-being programs, stress management workshops, and promoting offline family engagement to foster stronger connections.

Additionally, further research is warranted to identify the mediating factors that contribute to the impact of social media addiction on family quality of life. Investigating variables such as work-life balance, emotional resilience, and the role of cultural norms could provide deeper insights into how to design more effective interventions. Exploring these dimensions will enhance our understanding of the nuanced interplay between social media use and familial well-being, paving the way for comprehensive solutions.

### **Discussion of the fourth research question**

The findings addressing the fourth research question reveal no statistically significant differences ( $\alpha=0.05$ ) in social media addiction and family quality of life between male and female educational workers in Jordan. Although males exhibited slightly higher mean scores for social media addiction (2.55) and family quality of life (4.01) compared to females (2.48 and 3.97, respectively), the differences were not statistically significant, as confirmed by t-test results ( $t=0.591$  and  $t=0.704$ , respectively). These results suggest

that gender is not a decisive factor in shaping social media addiction or family quality of life among this professional group.

The absence of significant gender-based differences may be attributed to the shared professional environment and similar life circumstances experienced by male and female educational workers in Jordan. Both genders operate under comparable work pressures, responsibilities, and reliance on technology for professional tasks, which may neutralize potential disparities. The educational sector's structured nature fosters uniformity in lifestyle and expectations, potentially mitigating the influence of gender on both social media use and family interactions.

These findings are consistent with previous research, such as Cheng and Li (2014), which reported that gender does not serve as a critical determinant of social media addiction among professionals. Instead, work-related stress, job demands, and professional responsibilities play a more significant role in shaping digital behaviors. Similarly, Twenge et al., (2018) found that gender differences in psychological and social outcomes often diminish in professional contexts, where shared challenges and environments reduce disparities.

The lack of significant gender differences in family quality of life can also be explained by the evolving roles of males and females within both family and professional domains. The increasing prevalence of shared responsibilities in household management and child-rearing has blurred traditional gender roles, leading to similar patterns of family interaction. This convergence aligns with global trends in family dynamics, where both genders contribute equitably to fostering familial stability and emotional well-being.

Moreover, the professional demands placed on educational workers may create uniform pressures that transcend gender, resulting in similar challenges and opportunities for maintaining family quality of life. These findings suggest that the primary factors influencing family quality of life among educators may lie beyond gender, warranting a deeper exploration of variables such as age, professional experience, and cultural expectations.

The results emphasize that while gender may not be a significant factor, other dimensions of diversity within the educational workforce warrant closer examination. For instance, age and career stage may influence how educators

interact with social media and balance their professional and personal lives. Additionally, the findings highlight the need for tailored interventions that address the shared challenges faced by male and female educators, such as work–life balance programs and strategies to optimize digital engagement.

Future research should focus on these alternative factors, using longitudinal designs to examine how family quality of life evolves across different stages of an educator’s career. Furthermore, exploring cultural and institutional influences on family dynamics can provide valuable insights into creating policies that support educators in both their professional and personal roles.

### **The recommendations**

1. Enhance psychological and social support programs for educational workers to improve emotional well-being within families.
2. Develop training programs for educational workers to equip them with tools and mechanisms to manage technology in a way that reduces addiction and enhances professional productivity and family life.
3. Conduct further research to explore the factors influencing different dimensions of family quality of life among educational workers.
4. Focus on exploring mediating variables such as work stress and job demands that may influence the relationship between social media addiction and family quality of life.
5. Propose flexible work policies that contribute to a better work–life balance, thereby reducing the pressures that may lead to social media addiction.

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