The internet and its impact on the socialization of Algerian children

الأنترنت و انعكاساتها على التنشئة الاجتماعية للطفل الجز ائري

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- **Abstract:** The aim of this study is to reveal the impact of the internet on the socialization of Algerian children. Technological advancements and digital transformation in all fields have influenced Algerian families and society, leading to numerous changes, particularly with regard to the socialization of children, who are considered a valuable resource. Providing a healthy social, cultural and educational environment in which they can grow is essential in order to develop qualified and capable human resources who can take on responsibility. This study was conducted using a descriptive method with a purposive sample selected for research purposes. A group of families was selected, each consisting of at least one couple and one child. A sample of 10% of residents of the well-known 700 Housing District in the center of Khenchela was taken, resulting in a sample size of 70 families. The study concluded that the internet has both positive and negative effects on the socialization of Algerian children.

- **Keywords:** child; socialization; internet, Communication, media.

- **الملخص:** نهدف من خلال هذه الدراسة للكشف عن انعكاسات الأنترنت على التنشئة الاجتماعية لدى الطفل الجزائري، حيث أن التطور التكنولوجي والتحول الرقمي في كل المجالات أثر على الأسرة والمجتمع الجزائري، وأحدث تغييرات وتحولات عديدة خاصة في مجال التنشئة الاجتماعية للطفل، الذي يعتبر مورد استثمار ي هام، لابد من الاهتمام به والسهر على توفير البيئة الصحية والاجتماعية والثقافية والتعلمية المناسبة لنموه، لتكوين مورد بشري مؤهل وكفء قادر على تحمل المسؤولية.

إن رعاية الطفل هي مسؤولية الأسرة والمجتمع والدول والحكومات وكل المؤسسات والجمعيات الدينية والحقوقية. من أجل ضمان تطوير وتنمية الأجيال المستقبلية. تم معالجة هذه الدراسة من خلال تطبيق المنهج الوصفي، واختيار العينة القصدية أو العمدية خدمة لأغراض البحث حيث تم اختيار مجموعة من الأسر يشترط أن تكون كل أسرة مكونة من زوج وزوجة وطفل على الأقل، فتم أخذ 10%من سكان الحي السكني المعروف بحي 700 مسكن بوسط مدينة خنشلة وكان حجم العينة أو عدد الأسر التي تم معاينتهم (70 أسرة) وخلصت نتائج الدراسة الى أن الأنترنت تأثر سلبيا وإيجابيا على التنشئة الاجتماعية للطفل الجزائري.

- **الكلمات المفتاحية:** الأنترنت، الطفل؛ التنشئة الاجتماعية، التواصل، الاعلام.

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- Introduction:

Communication is an ancient phenomenon. Since the beginning of humanity, people have communicated with everything around them. Therefore, communication predates media and has a broader scope ; consequently, media is a subset of communication and one of its branches.

Media refers to news in all its forms- traditional and modern, printed, audio and visual- which disseminates information and keeps the public informed about developments and events. Media has evolved gradually over successive periods and stages, with the end of each stage marking the beginning of the next. Scientific development is interconnected, sequential and integrated.

The advent of newspapers and magazines paved the way for the development of radio, which in turn paved the way for television. This was followed by the introduction of satellites and digital broadcasting, the widespread use of computers and the internet, and the proliferation of smartphones. Later still came the rise of artificial intelligence. Technological advancements continue to evolve to this day.

The widespread availability of the internet has impacted all segments of society, particularly children, who are considered minors under both societal and legal definitions. Their young minds are often unable to comprehend everything that happens, making them susceptible to influence, change and deviation.

Therefore, all socialization institutions, such as families, schools, mosques, associations and the media, must be vigilant in nurturing, monitoring, guiding and caring for children to ensure that they grow up to become responsible members of society.

Today, Algerian children face a conflict between what they learn from their families, schools and other social institutions, and what they see and hear on digital platforms and various online content. This is compounded by their repeated use of modern media.

The researcher has approached this issue by taking key steps : first, formulating the study problem ; second, presenting research concepts ; third, addressing the methodological procedures of the study ; and finally, presenting and analysing the data. Finally, conclusions are drawn and key recommendations and suggestions are formulated.

1. The problematic :

The world has recently witnessed numerous developments and rapid economic, social, political and cultural transformations. One of the most significant changes has been the rapid evolution of communication and media. Before the world could fully absorb the spread of digital satellite channels and satellites, computers of all sizes and types with internet access emerged, especially smart mobile phones, which have spread across the globe. Various social media platforms such as Facebook, WhatsApp and Twitter have also developed alongside this. Amid this massive digital shift, there have been rapid changes in behavioral patterns and interactions among individuals, as well as in values, customs and traditions across all societies, particularly Algerian society - an Arab Muslim community with its own values and traditions.

The intensive use of modern technology has made contemporary society known as the network society, and this is what Manuel Castells pointed out in his famous theory to confirm the generalization of virtual and network communication. (El ghazouani, 2020, p. 143).

However, the spread of the internet has changed the values of Algerian society, especially at the family level. Family is considered the smallest and most important social unit, and is the primary institution responsible for socializing children.

The following main question can therefore be posed : What impact does the internet have on the socialization of Algerian children ?

Hypothesis : The internet has affected the socialization of Algerian children.

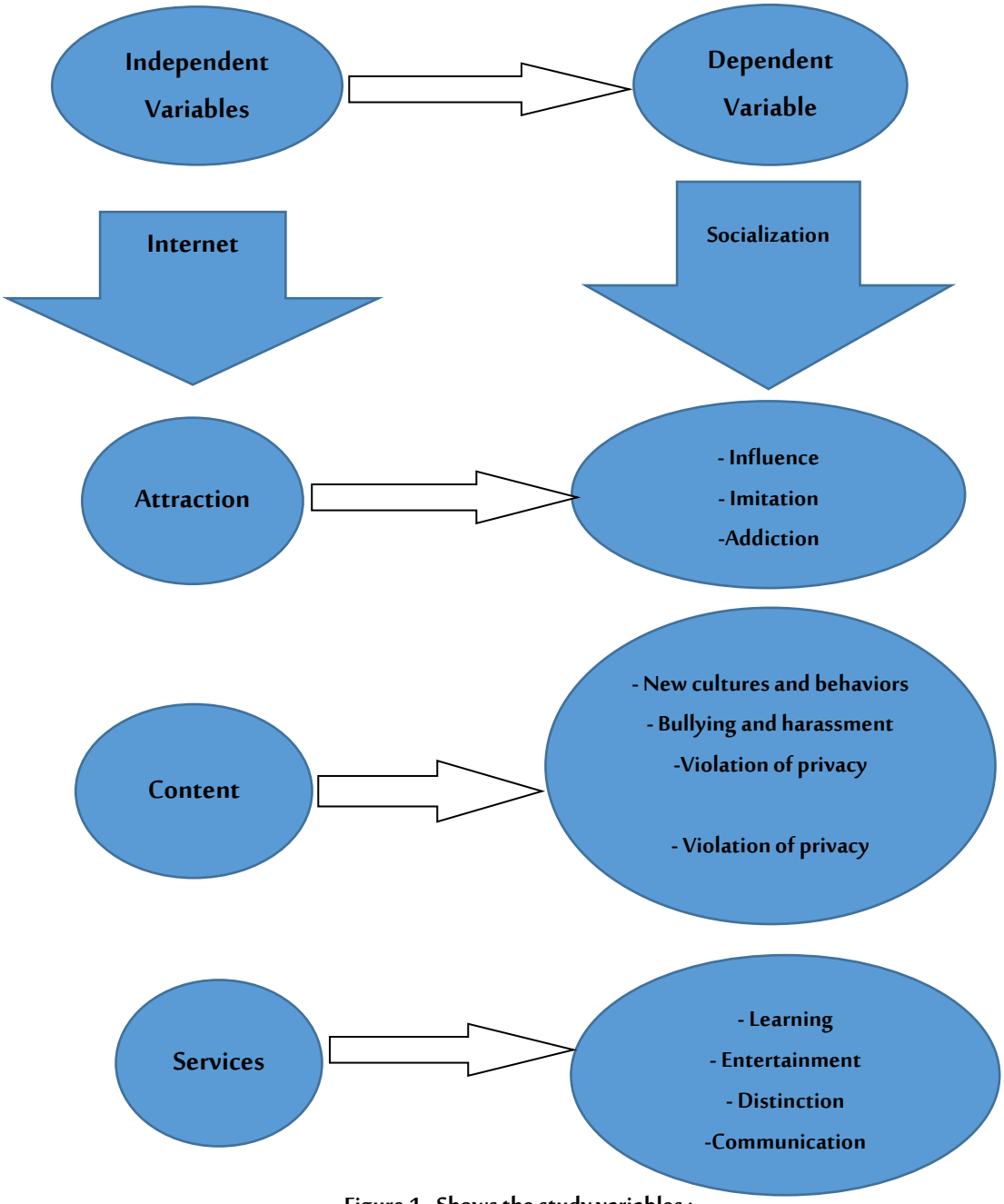


Figure 1 - Shows the study variables :

Source : Prepared by the researcher.

2. Defining study terminology :

2.1. The internet :

The internet is defined as : 'A global communication network that allows the exchange of information and messages between smaller networks, through which computers and other devices around the world connect according to agreed protocols' (Sultan, 2017).

The internet : 'Eliminates time, distance and borders ; has no national boundaries; brings together virtual communities regardless of language or geographical location' (Lebert, 2009).

The internet is: 'A network of computers, with each computer connected to a group of others. These computers are referred to as 'hosts', and each host has an internet name or address" (Neil Barrett, 1998).

The internet is : 'A collection of interconnected computers that exchange information using modern technology' (Bill Gates, 1998).

2.2. Child :

Teaching children authentic Arabic literature, including prose and poetry, is a noble goal and a great responsibility that we should all strive for. It is a right for our Arabic language, our Islamic nation and our young children (Sweilem, 2010).

Indeed, Islamic Arabic is the best language for teaching children proper pronunciation, high literature and good behavior.

The Prophet Muhammad (peace be upon him) and his companions paid great attention to instilling virtuous morals in children, such as honesty, discretion, trustworthiness and purity of heart. (Abd Al-Azim, 2001).

The education of a child begins with instilling virtuous morals so that they grow up with sound socialization, becoming a model and example in their upbringing and morals before knowledge.

Linguistically, the word 'child' (with a broken 'ṭa') refers to a boy until puberty, or to a small part of anything, whether a thing or an event. The plural is 'children'. (Sweilem, 2008).

Clearly, the linguistic concept of a child refers to a young boy before the age of puberty.

A child is defined as : 'Any part of anything, whether a thing or an event. A child is called a child from the moment they are born until they reach puberty. The plural of 'child' is 'children', and this applies equally to males and females" (Al-Khatib, 2011).

Puberty is the criterion used to determine the end of childhood for both genders ; once a person reaches puberty, they are no longer considered a child.

The Convention on the Rights of the Child was the first international document to establish the concept of a child, defining them as : 'Every human being under the age of eighteen, unless under the applicable law they attain majority earlier.' (Al-Khatib, 2011).

Most international agreements and definitions of a child align with Islamic law, which states that a child is considered such until they reach puberty. The age at which puberty begins varies from child to child, and it can be delayed until the age of eighteen in some cases.

2.3. Socialization :

Linguistically, socialization means bringing what is within something into action. The term 'socialization' is derived from the verb 'to grow up', meaning to nurture and mature, rising above the stage of childhood to reach understanding. Socialization, then, means raising someone. (Hamchari, 2013).

In terms of definition, socialization refers to: 'The process through which culture is transmitted from one generation to another, and the method by which individuals are shaped from childhood so that they can live in a society with a particular culture' (Hamchari, 2013).

Paul Spencer views socialization as having two concepts. The first is specific to the social education of children and involves instilling the community's values and standards in the young people to the extent that they embody and participate in them. The second concept is more comprehensive and extends from children's environments to those of adults. It works to instil values, skills and standards, and connects individuals with a new social group, thereby enabling social conformity. (Hamchari, 2013).

Socialization is defined as: 'The psychological interaction of the individual in collective activities from the perspective of the group.' From the individual's perspective, it is defined as their participation in the group's spirit, goals, knowledge, methods, decisions, and actions" (W. Burgess, 1916).

The internet is defined as : 'A natural development of social personality or a social mental state among interconnected individuals' (W. Burgess, 1916).

Socialization is 'a conscious, intentional, desirable and welcomed action not only by the individual, but also by those individuals entrusted by society to achieve it by any means possible' (W. Burgess, 1916).

3. Methodological procedures of the study :

The study was conducted in Khenchela, a city located in the Aurès region in eastern Algeria, specifically in the country's 40th province. The city is approximately 600 km from the capital, Algiers. (Khenchela Directorate of Traditional Tourism, 02/09/2025, [link : https://khenchela.mta.gov.dz]).

The researcher applied a descriptive methodology relying on the description, analysis and interpretation of the phenomenon. A purposive sample consisting of a group of families from Khenchela was selected because it met the research objectives. Each family included at least one couple and one child.

This means that the unit of examination is the single household, where the research form includes the head of the household or his representative, provided that he is over eighteen years of age, and that the household has children or at least one child.

The 700 Housing District in the heart of Khenchela was chosen and 10% of the total housing units were surveyed. This resulted in the following sample size : 10 x 700/ 100 = 70 housing units or 70 families.

A variety of methodological tools were used to gather information and data regarding the study topic. Observation techniques were employed from the outset of the study, which ran from June to August 2025. The observations included children's behaviours, actions and interactions with others. The researcher recorded these observations in the following table :

Table 1: Data obtained through the observation technique

Type of Observation	Target Group	Description of observation:	Location	Dates
- Simple Observation	- A group of minors aged 10-14 years	They carry smartphones and play electronic games together.	- 700 Housing Neighborhood, Khenchela	05/06/2025
- Participatory Observation	- An eight-year-old child with their mother	A child holds a portable mini computer and plays a racing game, in which the researcher participates.	- A park located in the 700 Housing Neighborhood	15/06/2025
- Participatory Observation (duplicate)	- A group of girls aged 8-13 years	They share smartphones and listen to Western songs on YouTube.	- In front of the building where they reside in the housing complex	20/07/2025
- Simple Observation (duplicate)	- A young girl not exceeding 5 years old with her father	They then transitioned to an electronic game involving character assembly.	- 700 Housing Neighborhood	13/08/2025

Source: Prepared by the researcher in 2025.

Although the researcher's observations are numerous and varied, most of them are similar : the use of smartphones and computers is prevalent among children. Anyone can witness numerous instances of children using smartphones.

Due to the abundance of cases, the researcher has limited the previous table to observations reflecting the extent to which mobile phones and mini-computers are used by children, a practice that some consider to be akin to playing with toys. This prompted the researcher to continue the study, revealing the implications and effects of these technologies, especially the internet, on children's socialization. Therefore, the researcher resorted to using another data collection technique : interviews, summarized in the following table :

2. Table 2: Data obtained through the interview technique

Type of Interview	Target Group	Purpose of the interview:	Collected data	Dates:
Unstructured Interview	- A group of girls aged between 10-13 years	To understand the digital programmes or content they watch.	Activities: - Songs - Video games - Communicating with friends - Watching TikTok, YouTube and Facebook	11/08/2025
Structured Interview	- A married man with three children living in the 700 Housing Neighborhood	- To determine whether their children use the internet and, if so, how much time they spend online and what programmers they watch. - To gather opinions on the role of the internet in children's socialization.	- Internet usage: Children use the internet for studying, entertainment and gaming only at night; it is prohibited during daytime study hours. - Socialization: The internet can contribute to children's socialization, but it should be monitored by parents.	12/08/2025

Structured Interview	- A married woman with four children living in the 700 Housing Neighborhood	- The extent to which children are exposed to the internet. - The amount of time they spend online. - The types of programmers they watch. - Their views on the role of the internet in children's social development.	- Internet access: All her children use the internet, but to varying degrees. Teenagers (14 years old): They have smartphones with internet access, which they use for studying, communicating with peers and entertainment. - Younger children (under 10 years old): They use the internet under parental supervision for studying or gaming, with a limit of one hour a day. - Impact: The internet has both positive and negative effects on children's socialisation, but the positive impact is minimal.	12/08/2025

Source: prepared by the researcher in 2025.

The interview technique enabled the researcher to gain insight into the experiences of children who use mobile phones or mini-computers instead of toys during their childhood. Through these interviews, the researcher was able to engage in conversation with some of the children to gain insight into the nature of the programmes or digital content they consume. Additionally, inquiries were made to parents regarding the extent to which their children are exposed to the internet, the amount of time they spend online, and the types of programmers their children follow. The researchers also sought the children's opinions on the role of the internet in their socialization.

This approach enabled the researcher to carefully design a questionnaire that addressed the research problem and verified the hypothesis and its variables.

3. Research questionnaire :

The research questionnaire is one of the most important methodological tools as it enables researchers to gather as much information and data as possible about their study.

This study's questionnaire consists of twenty questions and four sections. The first section is a personal data section containing five questions about the type of family, the educational level of the husband and wife, the number of children in the family, and the types of media and communication available at home.

The second section contains six questions about online attractions, the third section contains five questions about digital content available online and the fourth section contains four questions about internet services for children.

After formulating, validating and testing the questionnaire questions to ensure clarity, they were distributed to 70 housing units, i.e. 70 families, in the 700 Housing District of Khenchela. Each questionnaire was completed by one family, consisting of a husband, wife and at least one child.

Distribution of the research questionnaire took four days (25–28 August 2025). The questionnaires were completed by either the husband or wife, with the researcher present to provide guidance if needed, and completion took approximately 10 minutes.

4. Presentation and Analysis of Data :

1. Personal Data Section :

Table 3 : Type of family

Type	Extended Family	Nuclear Family	Total
Frequency	10	60	70
Percentage	%14.29	%85.71	%100

Source : prepared by the researcher.

2. Table 4 shows the educational level of the husband.

Educational level :	Frequency	Percentage
Primary	03	4.28%
Intermediate	13	18.57 %
Secondary	24	34.29%
University	30	42.86%
Total	70	100%

Source : Prepared by the researcher.

3. Table 5 : Shows the educational level of the wife.

Educational level :	Frequency	Percentage
Primary	06	8.57%
Intermediate	11	15.71%
Secondary	22	31.43.%
University	31	44.29%
Total	70	100%

Source : Prepared by the researcher.

4. Table 6 : Number of children

Number of children :	Frequency	Percentage
- 1 child	05	%7.14
- 2 children	08	%11.43
- 3 children	24	%34.29
- 4 children	21	%30
- 5 children	05	%7.14
More than five children	07	%10
Total :	70	%100

Source : Prepared by the researcher.

5. Table 7 : Available communication and media resources at home

Means	Radio	Television	Computer	Mobile phone	Internet
Frequency	70	70	61	70	67
Percentage	%100	%100	%87.14	%100	95.71%

Source : Prepared by the researcher.

First section : Factors Attracting Children to the Internet.

Table 8 : Includes questions about factors attracting children to the internet.

Categories :	Always		Sometimes		Rarely		Never		Total	
	T	%	T	%	T	%	T	%	T	%
1. Your child watches satellite channels.	41	%58.57	10	%14.29	12	%17.14	07	%10	70	%100
2. Your child uses a mobile phone.	35	%50	32	%45.71	03	%4.29	00	%00	70	%100
3. They use the internet.	34	%48.57	31	%44.29	05	%7.14	00	%00	70	%100
4. Your child uses the internet for gaming.	44	%62.86	21	%30	05	%7.14	00	%00	70	%100
5. Your child uses the internet for educational purposes.	26	%37.14	39	%55.71	03	%4.29	02	%2.86	70	%100
6. Your child imitates what they see online.	43	%61.43	19	%27.14	05	%7.14	03	%4.29	70	%100

Source : Prepared by the researcher.

Most children use the internet for gaming purposes. The researcher found that 62.86% of children always use the internet for gaming, and 30% use it for gaming occasionally. These figures suggest that some children may be addicted to gaming online, which can have psychological, biological and social consequences.

Additionally, 55.71% of children sometimes use the internet for educational purposes, while 37.14% always do so. This proportion is insufficient to ensure

academic excellence and future success. The internet is a double-edged sword, and its most important and powerful aspect is its potential for education and academic excellence.

Furthermore, 61.43% of children always imitate what they see online, reflecting the significant influence of the internet on children's minds and leading them to mimic what they observe.

Second Section : Content of the Internet

Table 9 : includes questions about internet content.

Categories :	Always		Sometimes		Rarely		Never		Total	
	T	%	T	%	T	%	T	%	T	%
1. How your child benefits from the internet	20	%28.57	23	%32.86	16	%22.86	11	%15.71	70	%100
2. Your child learns about other cultures.	30	%42.86	21	%30	11	%15.71	08	%11.43	70	%100
3. They become attached to what they watch.	33	%47.14	23	%32.86	09	%12.86	05	%7.14	70	%100
4. They have been exposed to online harassment or bullying.	02	%2.86	24	%34.29	18	%25.71	26	%37.14	70	%100
5. Your child has violated family privacy online.	00	%00	12	%17.14	31	%44.29	27	%38.57	70	%100

Source : Prepared by the researcher.

It is clear from the table that the percentage of children who benefit from the internet is low, estimated at 32.86% at any given time, while the percentage of those who benefit from it constantly is estimated at 28.57%. This suggests that most children use the internet for reasons other than scientific or educational purposes. The researcher obtained a considerable percentage of 42.86% relating to children who always acquire new cultures through the internet, and an estimated 30% relating to children who sometimes acquire new cultures.

The constant attachment of children to what they watch has also been proven, with 47.14% of the total sample being recorded as such. Another 32.86% of children are sometimes attached to what they watch.

Large percentages were not recorded regarding the issue of children being subjected to harassment or bullying online, with only 34.29% of children sometimes being subjected to it.

As for children violating their family's privacy via the internet by sending family photos to friends, posting them on social media or publishing private family information, 17.14% of children sometimes committed this act, while 44.29% of parents stated that their children rarely did this. This may be because the Khenchela community is somewhat conservative and many families refuse to have their privacy violated online.

Third Section : Internet Services

Table 10 : includes questions about the services provided by the internet.

Categories :	Always		Sometimes		Rarely		Never		Total	
	T	%	T	%	T	%	T	%	T	%
1. The internet has helped your child to learn and acquire knowledge.	33	%47.14	21	%30	09	%12.86	07	%10	70	%100

2. The internet has helped your child have fun and play.	43	%61.43	21	%30	04	%5.71	02	%2.86	70	%100
3. It has helped them excel and stand out.	18	%25.71	13	%18.57	31	%44.29	08	%11.43	70	%100
4. It has helped them communicate with friends and build relationships.	23	%32.86	26	%37.14	17	%24.29	04	%5.71	70	%100

Source : Prepared by the researcher.

The internet is primarily used by children for playing and entertainment : 61.43% of children were found to always use the internet for this purpose.

Meanwhile, 47.14% of children always use the internet to learn and acquire knowledge.

As for children's use of the internet to achieve excellence, we recorded 25.71% who stated 'always' and 18.57% who stated 'sometimes'.

The Internet has also helped children communicate with friends and establish friendships : 32.86% stated 'always' and 37.14% stated 'sometimes'.

In conclusion, children use the internet primarily for entertainment and amusement, and also for education and acquiring knowledge. They also use it to excel, distinguish themselves, build friendships and communicate with others.

5. Conclusion of results :

The hypothesis of the study was largely validated. The internet has impacted children's socialization, as most of the study's variables were confirmed. The attractions, nature of content and services provided by the internet influence children's socialization, whether within the family, at school, on the street or in the neighborhood.

Children are affected by what they watch, becoming addicted to certain shows, programmers and especially games. They also imitate what they see, which demonstrates the influence of the programmers they watch on them. This is referenced in Table 8.

Children are influenced by the content available online, including games, songs, movies and friendship sites, which introduces them to new or foreign subcultures that are alien to their community. Although the researcher did not record many cases of bullying or harassment online, some instances were noted, allowing recommendations to be made to mitigate the problem before it escalates in future.

The violation of family privacy by children through repeated internet use was not recorded as a significant percentage ; only a few instances were noted. This highlights the risks of breaching individuals and families' privacy, especially online, as this could lead to family issues. This is referenced in Table 9.

The internet offers a wide range of services, including games, entertainment, movies, music, e-libraries, social media and other services that enable children to learn, have fun, express themselves, communicate and build connections with others. The researcher came to this conclusion based on Table 10.

The widespread and intensive use of the internet by all segments of society, especially children, has made the world a village. Modern and traditional media compete to satisfy audiences and meet their desires. However, new media currently dominates the global scene as it attracts a large audience, particularly among children and young people.

Socialization in the current era relies heavily on modern media, which is considered the core focus of the educational process and the most important socializing institution. Children's tendency to use modern media is attributed to its unique features, attractive factors and content, as well as the diversity of services it offers. Consequently, children tend to use these modern means intensively and continuously as they provide complete satisfaction and facilitate interaction with others.

The theory adopted by the researcher is Cultivation Theory, which was introduced in the 1970s by George Gerbner. The core idea is that prolonged and regular exposure to modern media shapes individuals' or audiences' perception of the reality they live in (Kamal al-Haj, 2020).

This theory applies to the results of the current study, as the impact of the internet on children's socialization has become evident through their continued use of modern media. This has led to the emergence of new behaviors, habits, actions and cultures, due to attractive factors, the nature and content of media messages and the diversity of services provided which meet children's desires and needs. As children continue to use the internet, they become influenced and accustomed to it, which can lead to addiction and imitation of what they see. This results in their perception of reality becoming aligned with what they see online.

Children may exhibit new behaviors and encounter negative aspects of the internet, such as bullying or harassment, or violate family privacy by sharing family photos or disclosing private information in the virtual world. The internet is a double-edged sword : children can use it to learn, excel, and communicate positively with others, benefiting from experience exchange, language learning, and forming serious friendships. However, they may also misuse it, especially in the absence of parental supervision, which can expose them to an unsafe virtual world, particularly as they are unaware and unable to protect themselves.

Conclusion :

Children are a key focus for all countries, governments and active institutions around the world, as they represent both the present and the future. Caring for, nurturing and educating them constitutes a genuine investment in human resources and is key to achieving comprehensive development.

The Algerian state places great importance on children, providing them with free education and healthcare. Various associations, clubs and institutions dedicated to the care and protection of children's rights in Algeria continue to put their principles into

practice. The Algerian government consistently supports UNICEF, an organization that aims to protect children's rights worldwide.

The widespread use of modern media and the intensive use of the internet by all sections of society have brought about many changes and profound transformations in the social system, family ties, kinship and neighborhood relationships. Children are particularly affected by the internet, as they are the youngest and most vulnerable segment of society and are therefore most influenced by modern media.

The socialization of Algerian children today differs significantly from the past, as the media used in the socialization process has become interactive and bidirectional, whereas in the past it was unidirectional. Previously, children interacted with and communicated with their parents and others, learning parenting methods and principles. Nowadays, children interact with modern media and rely on the internet, which provides them with unrestricted access to information at any time.

Although children are too young to understand certain truths or knowledge, the spread of information and the internet has complicated the socialization process for Algerian children, particularly given that Algerian society is Muslim and conservative. However, due to cultural invasion and the spread of information, principles and values have declined.

Ultimately, it was concluded that the internet has impacted the socialization of Algerian children. Children tend to access the internet via modern media, which offers attractive content and diverse services.

The internet is a double-edged sword. If used beneficially, it can help children excel academically, contributing to their intellectual growth, knowledge expansion and skill development. This can only be achieved with parental supervision, guidance, and support, as children are young, vulnerable, inexperienced, and unable to take responsibility for their actions. Parents are responsible for their care, protection, guidance and monitoring.

However, the widespread use of the internet, coinciding with women entering the workforce and the significant increase in female employment in Algerian society compared to the past, has also contributed to the decline of the family's role, especially that of mothers. Mothers are now preoccupied with work, neglecting their responsibilities of nurturing and monitoring their children.

Additionally, the increasing urbanization of Algerian society, among others, has led to a more materialistic view of life, causing families to focus on providing material things for their children without paying attention to the moral aspects of proper socialization.

Nowadays, parents often buy mobile phones for their underage children without considering the risks they are exposed to in terms of content or health issues stemming from repeated use of these modern devices.

Based on the above, the following suggestions and recommendations can be made :

1. Reassess educational curricula in Algeria to align them with the values, principles and foundations of Algerian society, as well as with sound socialization principles derived from Islamic teachings.
2. Reevaluate the role of mosques and religious institutions to educate and raise generations according to Islamic law. The state should allocate a suitable budget to religious institutions to fulfil their role, particularly with regard to Quranic teachers, who should be paid a decent salary for their contribution to the education and upbringing of children.
3. Reassess women's working hours and reduce them so that women can dedicate time to caring for and providing emotional support to their children. Designated jobs for women should be created in certain fields, such as health and education.
4. Reduce academic pressure on students by reducing the number of hours spent studying and the number of subjects taught.

5. Schools should allocate time each day for children to practice their favorite sports and hobbies, such as singing, dancing and drawing, outside of school hours.
6. Activate the role of child welfare organizations and require them to fulfil their role in protecting children's rights.
7. Raise awareness among families and society, via the media, of the dangers of modern technology and the risks of exposing children to violent content on television or social media.
8. Combat all cybercrimes and impose harsher penalties on those who commit crimes such as harassment, drug trafficking, extortion and fraud targeting children and minors.
9. Educate parents, especially those with children and adolescents, about the risks and negative aspects of the internet through social institutions such as schools and mosques, as well as various media. Emphasize the need for parents to closely monitor their children's internet usage, particularly that of adolescents and minors.

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