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An Analytical Vision of Digital Educational Problems among Adolescents — From the Perspective of Psychoanalytic Theory

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Abstract

This research paper is a theoretical attempt aimed at highlighting the most prominent educational problems resulting from the misuse of digital technology among adolescents, and interpreting them in accordance with psychoanalytic theory, as well as demonstrating their negative impacts on adolescents whether psychologically, physically, socially, or educationally. This is done by relying on the theoretical literature that addressed the topic and adopting the descriptive-analytical method. Finally, proposals will be presented to overcome these educational problems arising from the digital transformations faced by educational institutions of various levels.

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1. Introduction and Research Problem

Our world today is witnessing a powerful techno-digital revolution and an unprecedented explosion of knowledge, in which digitalization has penetrated various life domains, including the educational sector. This sector has, in turn, undergone profound and comprehensive transformations imposed by the requirements of modern life and present-day conditions, which have driven it to integrate digital technology into the educational field-not as a form of luxury, but rather to keep pace with the various essential transformations and developments the world is experiencing, especially after the COVID-19 pandemic. This pandemic significantly contributed to the shift toward digital education, which is fundamentally based on employing modern technologies to establish the foundations of quality in the final outputs of education (learners). This is achieved by providing them with various concepts, skills, and values related to the use of technologies and participation in digital life, enabling them to become active members who are aware of the standards of appropriate behavior on the Internet (Al-Sharif, 2023, p. 203). This is precisely what various studies and conferences have called for, unanimously emphasizing the need to instill a culture of optimal use of advanced digital technologies, as noted by (Mu'jab, 2022).

However, when we return to the actual educational reality, we notice that as soon as digitalization penetrated the educational field, numerous educational problems emerged. These problems stem from learners' lack of knowledge about how to interact with digital tools, the information they provide, and the means through which they introduce the requirements and innovations of the digital age. This is particularly evident among adolescents, who are among the groups that interact most extensively with the Internet. This was confirmed by the study of Zouari (2017, pp. 527-528), based on statistics reported by the company *Emaar Research and Consulting* in 2013, which showed that the groups most engaged with the Internet in Algeria are university students at 84%, followed by secondary education at 69%, middle school at 51%, primary education at 26%, and finally non-school-goers at 7%. This usage is driven by the need to access various services, including educational ones. Accordingly, the percentage of Algerian Internet users aged 15–19 is estimated at 72% of total national users.

Based on these statistics, which clearly indicate that adolescents are the group that uses the Internet the most, concerns arise about their potential misuse of it. This concern is intensified because this group is going through a transitional period that is both critical and delicate. Stanley Hall described this period as «a time of storms, stress, and intensity, during which the adolescent oscillates between extremes in their psychological life-being happy one day and sad and pessimistic the next» (Al-Za'bi, 2010). This description reflects the internal conflict adolescents experience during this period, which causes adjustment difficulties resulting from the physiological changes they undergo, leading to contradictory

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emotional states-an attribute shared by most adolescents.

Since our study focuses on the educational problems resulting from the improper use of digital technologies, we sought, through this research, to identify the most prominent of these problems in Algerian educational institutions, relying on results reported by numerous studies that focused on adolescent behaviors (such as cyber bullying , digital cheating, digital addiction, digital attention distraction, among others). We also attempted to interpret these problems in the light of psychoanalytic theory, which views overt behavior as a reflection of unconscious motives and conflicts formed in the early stages of childhood. Freud hypothesized that the first five years of life are crucial in determining the future behavior of an individual-whether healthy or unhealthy. Therefore, we cannot understand, interpret, or address adolescent behavior without taking into consideration their early life history and experiences, as indicated by al-Taraunah (2009). For this reason, we relied on this theory, which serves as an effective framework for understanding the causes of these problems and for employing it as both an interpretive and therapeutic tool.

Overall, based on what has been outlined, the significance and scientific value of this topic become evident, motivating many researchers to explore it and attempt to comprehend its various dimensions. However, such attempts remain limited compared to the importance of the developmental stage under study (adolescence), as well as the distinctive circumstances of the current period in the educational sector, which is experiencing unprecedented dynamism-especially after the dominance of digitalization across its various activities and levels. Throughout our study, we attempted to locate research identical to the present study, but we were unable to find any within the scope of our search. Therefore, we relied on several previous studies that addressed one of the variables of this study, including the studies of (Mu'jab, 2022), (Thanaa, 2019), (Hammouda, 2015), (Ben Hafid , Kabi , & Bouaziz, 2024), (Talaba, Al-Thaqafi, & Ibrahim, 2018), (Qendoussi, 2021), and (Abib, 2022)'. These studies helped us grasp all the dimensions of the research to facilitate answering the following questions:

1. What are the theoretical frameworks of digital educational problems?
2. What are the most prominent digital educational problems faced by adolescents in educational institutions in Algeria?
3. What are the negative consequences of digital educational problems for adolescents from psychological, physical, social, and educational perspectives?
4. How does psychoanalytic theory explain digital educational problems among adolescents?
5. What are the proposed solutions for overcoming digital educational problems among adolescents faced by educational institutions in light of psychoanalytic theory?

2. Significance of the Study

The significance of the present study derives from the importance of the topic itself. It sheds light on a highly sensitive

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group-adolescents-who are increasingly confronted with numerous educational problems resulting from the improper use of modern digital technologies and the negative consequences these leave on them psychologically, physically, socially, and educationally. Therefore, we attempted to highlight the causes of these educational problems in the light of the explanations provided by psychoanalytic theory, which will serve as a framework for addressing such problems in the future. Accordingly, the significance of this study can be summarized as follows:

- The study itself is an addition to theoretical literature, as it addresses one of the modern concepts: digital educational problems.
- Opening the door for other researchers to address the topic from different perspectives and with different groups (such as children).
- Raising the awareness of teachers as well as guidance and counseling advisors regarding the digital educational problems faced by adolescents, enabling them to provide support to help mitigate their negative effects, especially on academic achievement.
- Helping guidance and counseling advisors develop counseling programs based on the principles of psychoanalytic theory to assist adolescents in confronting educational problems arising from their improper use of digital technologies.

3. Study Objectives

The present study seeks to achieve the following objectives:

- Identifying the theoretical framework of digital educational problems.
- Identifying the most prominent digital educational problems faced by adolescents in educational institutions in Algeria.
- Identifying the negative consequences of digital educational problems among adolescents from psychological, physical, social, and educational perspectives.
- Interpreting digital educational problems among adolescents in the light of psychoanalytic theory.
- Proposing solutions to overcome these digital educational problems faced by educational institutions in light of psychoanalytic theory.

4- Theoretical Concepts Related to the Study Topic

4-1 A Conceptual Reading of Digital Educational Problems

Before providing a definition of digital educational problems, it should be noted that there is no explicit definition addressing this term. Therefore, general educational problems were first identified as indicated by (Abo Samra & Majdalawi, 2016, p. 6), who defined them as «obstacles that confront the educational field and hinder the achievement of the objectives of the teaching–learning process, whether they stem from a shortage in human, material, or cognitive resources, or otherwise.»

Meanwhile, (Kna'ana & Salameh, 2018, p. 392), defined them as «educational

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problems that afflict the educational system within the school community and significantly affect students' behaviors.» (Tiliouant, 2024, p. 658), considered them «negative behaviors or problems that occur within the educational institution as a result of various known or unknown causes, requiring work and effort to identify their origins in order to avoid and reduce them; and they vary in severity and influence." Al-Hariri and Al-Imami (2010, p. 239) regarded them as "behavioral problems that include any student behavior that impedes their ability to learn, meaning that they focus on teaching and learning." Ma'aytah and Al-Jughayman (2009) Al- classified them into several types: school behavioral problems; behavioral classroom problems; instructional classroom problems; academic classroom problems; learners' psychological problems; instructional process problems; learners' health problems; and school administration problems.

℘ After presenting these various definitions, they may be considered as a set of behaviors exhibited by the learner that cause a decline in his abilities and learning capacities, which is reflected in his academic performance in general, as pointed out by (Tiliouant, 2024), which largely aligns with the orientations of the current study.

Accordingly, based on the aforementioned definitions, educational problems are multiple and diverse depending on the domain being addressed. Thus, we observe discrepancies between the definitions presented; however, they all share a significant point: these educational problems confront the teaching–learning process and hinder the achievement of its goals, while negatively affecting learners' academic performance in general.

℘ Since there are no studies that addressed the term directly, as previously mentioned, we attempted to derive it from various previous studies that helped us develop a general conception to form a comprehensive definition. (Youssef, 2023, p. 293) considered them "the negative effects of technology on society and individuals, which have led to the spread of violence, addiction, the disruption of cognitive capacities, and the learner's escape from his real reality to create a virtual one-one that directly or indirectly affects his behavior, causing many familial, health, psychological, and societal problems. In other words, they are the obstacle represented by contemporary technological use and modern digital technologies and the harms resulting from excessive misuse, with their negative impact on individuals' behavior and the destruction of society as a whole."

This definition sought to uncover the consequences of the misuse of digital technologies, which can be inferred from the negative behaviors manifested by the learner and their effects on educational institutions in general.

℘ Digital educational problems may also be identified through what was indicated by (Mu'jab, 2022) when discussing behavioral, educational, and instructional challenges resulting from digital technologies. He attempted to enumerate these problems, including: addiction to digital technology applications; the spread of violence and

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digital bullying; psychological and behavioral disorders such as anxiety and tension; poor concentration and comprehension; decline in academic achievement; blind imitation of deviants and influencers that threaten ethics and values; filling the learner's memory with negative content; full reliance on ready-made information… and others.

In general, we conclude that digital educational problems are all the obstacles that confront the educational field and affect adolescents' behaviors, appearing as a result of their incorrect and excessive use of digital technologies, which leads to grave consequences affecting their academic achievement, social interaction, and sound psychological and cognitive development-while also impacting the overall quality of education. Among the most prominent of these problems witnessed in the educational field are: Internet addiction; cyber bullying ; digital attention distraction; cheating in examinations… and others.

4-2 Psychoanalytic Theory and Understanding the Crisis of Adolescence

Adolescence is a sensitive stage in individuals' lives accompanied by changes on all levels. It is considered a "stage of risk", as commonly labeled, because it represents the most dangerous turning point an individual undergoes and the greatest slip in which his values may deteriorate-requiring caution and vigilance, while at the same time necessitating strong protection from surrounding risks, as mentioned by (Qassi, 2021), including controlling the modern technologies used, especially those produced by the developments of the digital age.

From her statement, we understand that adolescence is not merely a transitional passage from childhood to adulthood; rather, it is a pivotal stage that shapes the subsequent stage. Accordingly, any deviations will have consequences on the adolescent's future and may immerse him in numerous problems that persist into later phases of life.

Thus, in this section, we attempted to discuss adolescence from the perspective of psychoanalytic theory. But before doing so, we approached the concept of this significant stage in human life-*adolescence*-which was considered by "Pombine", "Kirchler", and "Palmonari" (1993) not merely a turbulent crisis or a problem, but a period of adjustment and settlement of various "developmental tasks", as expressed by "Havighurst", in which resolutions are future-oriented and relate to psychological functions such as: adaptation to bodily transformations; building or forming identity; social interaction and competence; cognitive development… etc. (Mziani, 2018, p. 161), Le Hall (1985, p. 13) also described adolescence as "a crucial transitional stage for the individual during which he strives to achieve economic and psychological independence and liberation from childlike dependency-leading to changes on the personal level, especially regarding the dialectical relationship between the ego and others".

Adolescence passes through several stages, with researchers differing in their classifications. Among them is the

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temporal classification by Hetching, who divided adolescence into four stages:

1. ***Beginning of adolescence***: starting with a major biological event distinguishing adolescence from childhood-puberty.

2. ***Early adolescence (ages 11–13)***: characterized by physiological changes corresponding to puberty, affecting the adolescent's psyche, behavior, and hormonal activity; here, the sexual instinct emerges.

3. ***Middle adolescence (ages 14–18)***: a stage of self-assertion in which the adolescent opens up to the adult world, attempting to balance desires and capacities while seeking independence from the family.

4. ***Late adolescence / Maturity (ages 18–21)***: a period in which the adolescent attempts to adapt to his society and to new environmental conditions. (Abo Saada, 2016, pp. 43-44).

According to (Qendoussi, 2021), the age of puberty differs from one person to another. Generally, the onset of puberty may be considered the age at which sexual functions mature and ends with cognitive, emotional, and social maturity.

In summary, as noted earlier, adolescence is a pivotal stage in an individual's life. According to (Al-Za'bi, 2010, p. 23), it is a "bridge of transition" between childhood and adulthood, through which the path the adolescent will follow in the future is determined-whether safely or with problems. This underscores the need for correct guidance toward the future.

Similarly, (Al-Ghamdi, 2009, p. 123) emphasized that adolescence is an important period for making changes in lifestyle patterns that will shape the coming years.

Accordingly, adolescence is a transitional period between two pivotal life stages (childhood/adulthood), making it essential to provide significant support to this group so that they can effectively confront all problems they may face, especially those related to the digital world.

In this section, we also attempted to discuss psychoanalytic theory-one of the oldest classical theoretical orientations that has left its mark on the study of human psychology. The theory is associated with Freud, who viewed the human being pessimistically as a creature driven by unconscious and biological forces and psychosexual events he experiences during the first five years of life (Al-Tarawneh, 2009, p. 61).

The psychoanalytic theory is based on the premise of the unconscious mind and the division of the psyche into two levels: the conscious and the unconscious. **Our conscious behaviors are merely reflections of what has been shaped earlier in the unconscious**, and what the individual does is independent of his will. Psychoanalysis is defined as "the art of studying the unconscious mind; this study relies on a special technique known as the method of free association, enabling immersion into the depths of the unconscious and revealing its instincts, innate tendencies, or repressed desires that nonetheless influence the individual's conscious life" (Ben Hafid , Kabi , &

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Bouaziz, 2024, p. 200). Al-Tarawneh (2009) further added that Freud considered humans as governed by two fundamental instincts: **the instinct of death and the instinct of life**, which he later labeled **the instincts of aggression and sexuality**. The ultimate goal of human behavior is to satisfy these instincts. Freud also believed that the primary goal behind all human activities is the reduction of psychological tension and anxiety resulting from various sources, including biological changes (such as hormonal changes and impulses), external frustrations caused by people and events, internal frustrations involving conflict between personality components (id, ego, superego), inability to adapt to internal and external demands, and anxiety resulting from fear of physical pain or deprivation.

To gain a deeper understanding of Freud's view of adolescence, we must begin with his conception of personality-the fundamental structure of the psychic apparatus-based on three components:

a. *The Id:* contains instincts, operates on the pleasure principle, seeks immediate gratification with no delay of impulses or needs; its primary goal is pleasure.

b. ***The Ego****:* the part of the id that separated due to contact with the external world; its principle is the reality principle, attempting to satisfy the id's desires according to reality's conditions, delaying instinctual gratification until suitable circumstances arise.

c. ***The Superego****:* formed in early childhood through behavioral training received from parents. (Temâzouzât & Talh, 2016, pp. 28-29).

Through this section, we attempted to provide an analytical reading in light of psychoanalytic theory to achieve a deeper understanding of the crisis of adolescence, which Freud viewed not as an isolated event or as a new birth-as Stanley Hall claimed- but rather as a reactivation of processes that occurred in childhood, especially in the Oedipal stage (Qendoussi, 2021, p. 127). from this, we understand that adolescence in psychoanalysis is a return to repressed childhood conflicts due to the awakening of sexual instincts that had previously been latent. Thus, adolescence is an extension of childhood and a development of its earlier psychosexual stages: oral, anal, phallic, latency, and genital.

(Qendoussi, 2021, p. 128), citing (Qashqoush, 2007) and (Al-Mu'allaqi, 2007), explained that Freud viewed adolescent psychology as the first time since birth that the individual confronts a strong biological drive during puberty due to developmental changes. This drive (libido) must integrate with the personality structures of the still-developing adolescent.

This process becomes more complicated later due to social, moral, and religious norms through identification with parents, teachers, and others. The superego establishes its functions during the latency years (ages six to eleven), characterized by calm and sexual quiescence, requiring the postponement of sexual gratification until marriage. This postponement often spans 10 to 15 years after the drive has gained full

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strength.

In psychoanalytic terms, this means that the id's impulses seek gratification, entering into conflict with the superego, which prohibits these impulses-leading to guilt. The ego, unable to satisfy both, feels crushed between two opposing forces.

Thus, the new balance formed between the id and superego during the latency stage becomes disrupted, resulting in psychological imbalance. These conflicts may be internal or external. The ego attempts to cope with these conflicts by denying the id's demands through defense mechanisms such as repression or denial, or by soothing the superego through rationalization, justification, or austerity.

As a result, **both the ego and superego face harsh tests during adolescence**, and disturbances in one or both may lead to outcomes such as suicide, delinquency, mental disorders, storms, and emotional tensions.

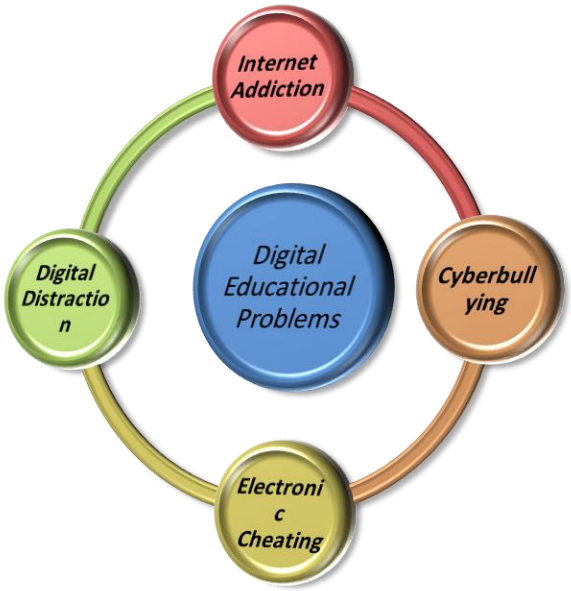
When the genital stage reaches its end, the adult personality is formed-meaning that the interaction between the sexual drive and personality structures contributes to shaping the individual's behavior and influences his personality in adulthood.

4.4. The Most Prominent Educational Problems Resulting from the Misuse of Digital Technology and Their Negative Impacts on Adolescents in Educational Institutions in Algeria

The use of modern technology by adolescents is no longer limited to the home or leisure time; rather, it has been incorporated into the educational process, especially after the COVID-19 pandemic, during which the world, including Algeria, moved steadily toward integrating digital technology into the educational field. Despite its advantages during that period, it nevertheless generated numerous problems resulting from adolescents' misuse of digital technologies within the educational process. This misuse negatively affected their academic performance, psychological and physical health, and social interaction. To identify the most prominent of these problems, we relied on theoretical literature and previous studies-particularly local ones-which can be summarized as follows:

- **Internet Addiction**

The problem can be defined based on the definition provided by D. Tory (2000), who considered Internet addiction to be a state of pathological and maladaptive use of the Internet, which leads to behavioral



disorders. It is indicated by several manifestations, including a steady increase in the number of hours spent in front of the computer beyond the periods initially

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determined by the individual (Hammouda, 2015, p. 216). Hammouda also noted that this addiction results in several negative effects, including the emergence of psychological and mental disorders, as well as a kind of social withdrawal, whereby the individual retreats from social relationships, loses communication with others, and neglects family responsibilities. It also has physical consequences such as high blood pressure, sluggish blood circulation due to prolonged sitting-which may cause strokes and heart attacks-as well as back and spine pain.

Regarding academic consequences, it is evident that continued Internet addiction leads to a decline in academic performance. Staying up late using the Internet reduces work performance and productivity, causing persistent fatigue and exhaustion, and may expose the individual to expulsion from school. These findings were confirmed by a longitudinal study conducted by Kraut, Patterson, Lundmark, Kiesler, Mukopadhyay, and Scherlis (1998) on 169 individuals in 73 families. The study examined the social and psychological effects of the Internet and reported that, after one to two years, increased Internet use was associated with reduced family communication and a shrinking social circle within families. Participants also suffered from depression and feelings of loneliness.

(Lesková, Uličná, Tkáčová, Leka , & Mateo, 2023) also emphasized that life with digital media is particularly risky for adolescents. They referred to a statement by prominent Czech neurologist Martin Jan Stransky in an interview with the program *Kopředu miňulosti* ("Forward to the Past"), who asserted that excessive use of technology has negative effects on the brain. According to him, adolescents' IQ levels decrease, they struggle to solve problems, and become slaves to technologies that compel them to behave in ways that are biologically abnormal for them. Their learning ability declines, resulting in personality disorders, reading disorders, anxiety, attention disorders, sleep disturbances, and depression. These effects extend beyond mental health to physical health as well.

The World Disconnected study also revealed that the majority of students were unable to abstain from digital media for 24 hours. Their expressions in describing their feelings-including discomfort, confusion, anxiety, irritability, insecurity, nervousness, panic, jealousy, anger, loneliness, depression, and paranoia-were particularly striking. The study showed that nearly four out of five students experienced severe psychological and physical difficulties, including panic, confusion, and extreme isolation, when forced to disconnect from technology for one day. Thus, withdrawal symptoms from Internet addiction resemble those experienced by drug addicts. Therefore, boundaries must be established between beneficial educational use of digital technologies and pathological, purposeless, and unregulated use.

- ***Cyber bullying***

Cyber bullying refers to any behavior carried out via the Internet or electronic/digital media by an individual or group through repeated communication involving hostile or aggressive messages

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intended to harm others. The bully's identity may be known or unknown to the victim, and cyber bullying may occur inside or outside the school environment (Thanaa, 2019, p. 198).

According to the findings of (Lahoul, 2022), the prevalence of cyber bullying in Algerian universities was high, with 59.5% of the sample having experienced cyber bullying . The most common forms were ridicule and defamation, followed by harassment and privacy violations, then sexual harassment, and finally insults and threats. This study reflects the widespread nature of cyber bullying in Algeria, necessitating urgent attention due to its serious consequences, especially for victims. These may include depression, introversion, reduced participation in social activities within school or family, constant anxiety, and even self-harm or suicidal ideation. Academically, cyber bullying may lead to declining academic performance due to school dropout, frequent absenteeism, or escaping from school due to intense fear. It may also be accompanied by reduced motivation to learn. Physical symptoms such as sleep disturbances, headaches, and stomach-aches may also appear due to fear and panic (Thanaa, 2019).

The negative effects on the victim ultimately translate into harmful effects on the teaching–learning process itself, resulting in reduced academic achievement and fear of using digital platforms, which hinders the benefits of digital education and leads to a decline in its use within educational institutions.

- ***Digital Cheating in Examinations***

As we witness a qualitative leap in the use of digital technologies, digital cheating has become one of the problems severely affecting educational institutions, especially at the secondary and university levels. According to statistics from 2016 in Algeria, baccalaureate exam questions were leaked online, leading to the retaking of exams for more than 500,000 students (Manash, 2023, p. 81).

Digital cheating can be defined, according to Ali Abdelaziz Mohammed and Ahmed Hager (2021, p. 201), as cyberbullying "the use of non-traditional cheating methods that rely on currently available technologies that did not exist two decades ago". Among the most commonly observed tools used in Algerian educational institutions (particularly at the secondary and university levels) are mobile phones, Bluetooth earpieces, smartwatches, hidden cameras, and, more recently, the use of artificial intelligence programs such as ChatGPT for cheating.

For learners, digital cheating fosters laziness, carelessness, and lack of effort in studying, as well as dependence on cheating. The consequences for the educational system are countless, including lower success rates and higher dropout and failure rates, sometimes leading to expulsion from school. Psychological consequences may include loss of self-confidence, feelings of inferiority, guilt, and self-blame. Health consequences include physical risks associated with digital cheating, which sometimes reach the level of undergoing surgical procedures to implant Bluetooth devices in the ear, as well as high blood pressure and diabetes

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resulting from stress, fear, anxiety, and tension.

• ***Poor Attention and Digital Distraction***

Digital education makes it difficult for adolescents to follow their lessons due to their immersion in browsing social media platforms, checking applications and WhatsApp messages, participating in chats, or watching short video reels, which distracts them from the lesson. Their frequent switching between applications makes it difficult to complete educational tasks, negatively affecting academic achievement. It also impairs comprehension, retention, and concentration, and generates psychological fatigue due to constant movement between sites-leading to insomnia and, eventually, social isolation.

Nouri (2022)confirmed these findings by referring to a study by Internet expert Niclson Jacob, who examined 232 individuals reading directly from screens. He found that only six participants read web pages linearly with careful attention, whereas the rest jumped rapidly from one part to another "like hyperactive rabbits", as if they had consumed excessive caffeine-thinking about something carefully before rushing to another task. This phenomenon is especially visible among adolescents, who are generally less attentive than others. Jacob termed this phenomenon "fragmented attention", referring to the loss of the ability to focus or to think about a single cognitive matter, making comprehension shallow and concentration weak.

Thus, digital educational problems generate negative effects on adolescents across all dimensions-physical, psychological, social, and educational-making it necessary to address them cautiously and set ethical boundaries for their use.

4.5. An Analytical Perspective on Digital Educational Problems from the Standpoint of Psychoanalytic Theory

Freud was the first to develop a complex and integrated psychological system for diagnosing and treating human behavior. He considered all human behaviors to be symptoms of internal psychological disorders (Al-Amayreh, 2014, p. 13). Advocates of psychoanalytic theory attempted to interpret the digital educational problems occurring inside and outside educational institutions-problems resulting from the misuse of digital technologies and manifested in adolescents' behaviors (such as cyber bullying , digital cheating, digital addiction, digital attention distraction, and others). Their aim was to understand the underlying causes of behavior to prevent it and address it later.

In this context, we attempted to interpret these problems in light of Freud's conceptualization. For example, the psychoanalytic explanation of bullying behavior attributes it to internal conflicts, emotional problems, and unconscious feelings such as fear, insecurity, maladjustment, and inferiority (Abib, 2022, p. 632). Freud believed that harming oneself or others is not learned behavior but rather driven by physiological factors inherent in the individual. He also argued

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that humans are biological beings primarily driven by satisfying bodily needs. According to Freud, humans are pleasure-oriented creatures, and he classified instincts into two types: life instincts (primarily sexual) and death instincts (primarily aggression)-the latter being the driving force behind bullying behaviour (Medouri, 2021, p. 141).

Al-Raqqas & Ben Haif (2021) added that aggressive responses are instinctive, and the ways in which they are expressed are learned. According to this theory, when an individual feels threatened, the aggression instinct is activated, gathering energy and causing anger and internal imbalance, preparing the person for aggression upon any external trigger-even minor ones. The individual may also attack without any external provocation to release accumulated aggressive energy and alleviate psychological tension. Thus, cyber bullying is a manifestation of internal aggressive energy, and aggression cannot be eliminated but may be redirected toward constructive goals. Moreover, cyber bullying tends to be more common among individuals who experienced harsh childhoods with punitive or abusive parents, leading them to identify with an aggressive parental model and adopt similar behaviors toward others.

In discussing cyber bullying, we observe that Freud emphasized human instincts and considered them the primary driving force of behavior. He attempted to highlight unconscious, instinctive motivations-rooted in the id-as determinants of human behavior while neglecting environmental factors that shape and refine these hidden forces. Freud adopted this same interpretive lens when explaining the various negative behaviors mentioned earlier, linking adolescent behaviors to their repressed, unconscious instincts that are manifested in these socially unacceptable behaviors. He also noted that adolescents often resort to defense mechanisms such as rationalization, denial, projection, and identification to reduce the anxiety resulting from engaging in such behaviors.

Regarding Internet addiction, psychoanalytic theory traces its origins to the oral stage, during which infants derive psychological satisfaction from breastfeeding and develop memories and longings for the comfort associated with warmth, care, security, and maternal affection. Although these feelings appear to fade after the oral stage, they persist in the subconscious. Due to the interactive nature of the Internet and the features of virtual reality, individuals may resort to online activities for emotional release when experiencing developmental setbacks-such as academic failure, social anxiety, or feelings of being unloved. Thus, from a psychoanalytic standpoint, Internet addiction is understood as a psychological defense mechanism through which individuals use the Internet to escape problems, fulfil desires, and relieve internal conflicts (Yishan & Shan, 2025) .

Ourari (2024, p. 174), drawing on Jennifer and Ferris (1999), added that, according to the psychoanalytic perspective, Internet addiction serves two essential functions: (1) escaping from an overwhelming reality one cannot confront, and (2) acting as a defensive mechanism that prevents the emergence of

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psychological symptoms that may damage the self.

Because Freud did not explicitly explain all behaviors-including digital cheating and digital attention distraction, given that they are relatively modern phenomena-we attempted to apply psychoanalytic principles to these behaviors. Digital distraction may be interpreted as an unconscious escape from internal pressures and anxiety, prompting the individual to immerse himself in his phone and move between applications to avoid distressing thoughts. Digital environments also allow adolescents to experience emotions virtually that they cannot achieve in reality, thus fulfilling temporary pleasure.

Similarly, digital cheating can be interpreted, according to Freudian principles, as behavior driven by unconscious motives aimed at compensating for feelings of incompetence resulting from academic inability. Adolescents may resort to cheating to reduce anxiety and protect themselves from external pressure, such as avoiding criticism, which causes psychological pain.

From the above discussion, we note that psychoanalytic theorists-particularly Freud-were excessive in attributing all human behaviors to instincts, especially sexual energy, considering instinctual drives as the primary determinants of behavior and viewing humans as driven solely by the desire to satisfy their instincts. Consequently, they held that individuals have limited control over their behavior or aggression (Aiymar & Jallab, 2021).

Conclusion

Based on the issues addressed in this paper, it becomes evident that digital technology has two faces: a positive one, when properly integrated into the educational field, and a negative one, which emerges primarily from our lack of knowledge regarding the appropriate ways to interact with technology. This misuse contributes to the emergence of countless educational problems whose consequences fall first and foremost upon the individual-physically, psychologically, socially, and academically-as well as on the educational system's ability to achieve the quality standards that have become central objectives in contemporary education. Not all students are psychologically prepared to use digital tools for educational purposes, as many lack information literacy, leading to the rise of several problems such as irresponsibility and lack of autonomy-both of which are essential traits when engaging with electronic resources.

Given the negative consequences associated with digital learning environments, it becomes necessary to develop psychological support methods aimed at reducing the risks that digital resources pose to the identities of the digital generation, as highlighted by Glushkova (2025). Accordingly, this research paper sought to offer several recommendations to mitigate these problems from the perspective of psychoanalytic theory, which aims to uncover internal conflicts, increase individuals' awareness of the experiences that generate anxiety and tension, and help them manage these conflicts—following

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the principles outlined by (Al-Tarawneh, 2009) .

Among the proposed recommendations:

¬ The necessity of identifying all potential risks that adolescents may encounter, especially those related to the use of digital technologies, and helping them employ these technologies positively in ways that protect them from surrounding threats-through coordinated efforts between the family and the school.

¬ Subjecting digital education to a set of societal regulations that contribute to addressing the challenges posed by digital pedagogy.

¬ Establishing a code of ethics that includes moral values intended to regulate adolescents' behavior in their interactions with digital technologies within educational institutions.

¬ Offering awareness programs led by specialists to highlight the negative aspects of digital transformation and its risks to both individuals and educational institutions.

¬ Providing counseling sessions for adolescents who engage in negative digital practices, based on the principles and concepts of psychoanalytic theory.

¬ Activating the role of the counselor in accordance with the principles of psychoanalytic theory, including focusing on the early developmental years of adolescence, helping adolescents express their repressed thoughts and experiences in order to identify the source of disturbances and work toward resolving them, and developing responses appropriate to their personal capacities.

¬ Assisting students in channeling their negative psychological energies toward constructive goals.

¬ Creating opportunities for students to freely express their repressed emotions, thereby reducing their reliance on psychological defense mechanisms.

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