

Risk Factors in the Context of Cyber Addiction: Addiction to Social Media as a Model (A Field Study)

عوامل الخطر في سياق الإدمان السيبراني:

الإدمان على مواقع التواصل الاجتماعي نموذجا (دراسة ميدانية)

Facteurs de risque dans le contexte de la cyberdépendance :

L'addiction aux réseaux sociaux comme modèle (Étude de terrain)

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ملخص:

هدفت الدراسة إلى التعرف على مستوى إدمان متريضي معاهد التكوين المهني لمدينة قسنطينة على مواقع التواصل الاجتماعي و معرفة دوافع استخدام هذه الأخيرة نظرا لعوامل الخطر المرتبطة بهذا النوع من الإدمان فضلا عن آثاره على التحصيل الدراسي لدى المتريضين وكذا الكشف عن مخلفاته النفسية والاجتماعية، تكون مجتمع الدراسة من متريضي معاهد التكوين المهني لولاية قسنطينة حيث بلغ حجم العينة 400 متريضا و متريضة. توصلت الدراسة إلى نتائج مهمة تم عرضها بالتفصيل في هذا المقال و في الأخير اقترحنا مجموعة من التوصيات استنادا إلى هذه النتائج.

الكلمات المفتاحية: الإدمان السيبراني ، إدمان مواقع التواصل الاجتماعي، مواقع التواصل الاجتماعي ، عوامل الخطر . التحصيل الدراسي.

Abstract : This study aimed to identify the level of social media addiction among trainees at vocational training institutes in the city of Constantine and to understand their motivations for using these platforms, given the risk factors associated with this type of addiction. It also sought to examine its effects on academic achievement among trainees and to uncover its psychological and social consequences. The study population consisted of trainees from vocational training institutes in the Constantine province, with a sample size of 400 male and female trainees. The study yielded significant results, which are presented in detail in this article. Finally, a set of recommendations was proposed based on these findings.

Keywords : Cyber addiction ;Social media addiction ;Social media ; Risk factors ; Academic achievement.

Résumé : Cette étude visait à identifier le niveau d'addiction aux réseaux sociaux chez les stagiaires des instituts de formation professionnelle de la ville de Constantine et à comprendre leurs motivations pour l'utilisation de ces plateformes, en tenant compte des facteurs de risque associés à ce type de dépendance. Elle cherchait également à examiner ses effets sur la réussite académique des stagiaires et à mettre en évidence ses conséquences psychologiques et sociales. La population étudiée était composée de stagiaires des instituts de formation professionnelle de la province de Constantine, avec un échantillon de 400 stagiaires, hommes et femmes. L'étude a produit des résultats significatifs, présentés en détail dans cet article. Enfin, un ensemble de recommandations a été proposé sur la base de ces résultats.

Mots clés: Cyberdépendance ; Addiction aux réseaux sociaux ; Réseaux sociaux ; Facteurs de risque ; Réussite académique.

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Introduction :

The continuous advancement of technology and the ease of access to it without oversight or restriction have placed users before significant challenges and increased the risks they may encounter, especially among youth and adolescents, who are the most frequent users of this technology. This has led to the emergence of various addictive behaviors, necessitating serious attention to the phenomenon due to its impact on social relationships and individual behavior. The latter is closely linked to the developmental stage of young individuals, who are in a constant quest to discover their identity, navigating from one website to another, influenced by everything they see, hear, and interact with in hopes of finding self-worth that they may lack within their family or further reinforcing it to build a well-defined personal identity (Mouayed, 2016). In general, within the vast realm of the internet, young individuals inevitably find what they seek, gradually drawing them further into this digital world without realizing the lurking dangers, such as becoming entirely dependent on or even addicted to its use.

Given this, research on this topic is of great relevance, particularly concerning youth addiction to social media. It has become evident that many young individuals are genuinely addicted to these platforms, leading to social isolation and various psychological disorders, while simultaneously enhancing communication for others. Hence, this study serves as an assessment of youth usage of social media, focusing on vocational training students in the city of Constantine. A field study was conducted in four vocational training institutes, allowing for an in-depth exploration of both the negative and positive aspects of social media usage. Consequently, this article serves as a true recommendation for every addict or user of social media to moderate their usage while also providing parents with a clear understanding of the silent danger threatening their children.

Research Problem

The internet, besides being a source of information and communication for young individuals—whether through electronic newspapers or various social media platforms—does not only contribute to expanding knowledge, promoting freedom of expression, and fostering social relationships. Its influence extends further, potentially impacting their value system (Mouayed, 2016) and introducing risk factors associated with its usage. Among the most common online activities for young individuals, social media stands out as one of the most accessible and potentially addictive due to its significant psychological and relational effects. This study seeks to explore these aspects by addressing the following questions:

1. What are the reasons behind the addiction of vocational training students in Constantine to social media?
2. What are the risks of this addiction on their academic achievement?
3. What are the psychological and social consequences of this type of addiction?

Research Objectives

1. To identify the motivations behind the use of social media among vocational training students in Constantine.

2. To examine the extent to which social media addiction affects their academic performance.
3. To analyze the psychological and social effects of social media on vocational training students.
4. To assess the level of social media addiction among vocational training students in Constantine.

Significance of the Study

The significance of this study lies in its focus on the phenomenon of youth addiction to social media, as a large segment of society has turned to these platforms due to the necessity of adapting to modern technological advancements in communication. Social media has allowed young individuals to establish alternative social relationships, often in place of real-life relationships that can be burdened with challenges, responsibilities, and difficulties.

Additionally, this study enables an understanding of the effects of youth social media addiction from the perspective of vocational training students in Constantine. It also highlights both the positive and negative aspects of this phenomenon, contributing to the potential mitigation or treatment of this new form of addiction among young individuals through the recommendations derived from the research findings.

Study Scope

- Thematic Scope: The phenomenon of youth addiction to social media, investigated through a field study on a sample of vocational training students in Constantine.
- Geographical Scope: The city of Constantine.
- Human Scope: A sample of 400 vocational training students (male and female) in Constantine.
- Temporal Scope: The academic year 2023–2024.

1- Definition of Risk Factors

Risk factors are characteristics that render an individual more susceptible to developing a particular condition or disorder. While addiction can affect individuals of any age, gender, or socioeconomic background, certain factors influence both the likelihood and the rapidity of addiction onset.

1- 1. Risk Factors for Cyber Addiction

Why do some individuals engage with various aspects of the internet—such as online gaming, social media platforms, and digital forums—without developing an addiction, while others become dependent? The answer is not straightforward; however, several factors increase the probability of addiction, including:

A. Genetic Predisposition

Genetics play a pivotal role in addiction vulnerability. Studies indicate that individuals with a close relative who struggles with addiction are two to four times more likely to develop an addiction

themselves. However, genetic predisposition does not predetermine addiction, as not all individuals with a family history of addiction become addicts.

B. Family Environment

Family dynamics significantly influence an individual's risk of developing internet addiction. Those who experience neglect, lack of parental supervision, or exposure to abusive environments are at a higher risk, particularly in the realm of social media addiction. These individuals may seek digital spaces to compensate for emotional deficiencies, enhance self-esteem, or express thoughts and emotions they struggle to articulate in real life. Conversely, individuals with strong familial bonds are generally less susceptible to social media addiction.

C. Gender Differences

According to research from Harvard Medical School, men are twice as likely as women to develop an addiction. However, women tend to become addicted more rapidly and experience more pronounced social consequences compared to their male counterparts.

D. Early Internet Exposure

Early exposure to the internet is a significant risk factor for addiction. The younger an individual is when they begin using the internet—particularly for online gaming and social networking—the greater the likelihood of developing a dependency. Studies suggest that individuals who start using the internet before the ages of 18 or 21 are at a significantly higher risk compared to those who begin using it later in life.

For every risk factor, a corresponding protective factor exists, allowing for intervention and prevention strategies. Understanding these risk factors enables us to strengthen protective measures against addiction.

2 - Addiction

2 - 1. Defining Addiction

Linguistic Definition:

The term “addiction” refers to persistent engagement with or reliance on a particular activity or substance (Khalil, 2002, p. 163).

Conceptual Definition:

Theoretical interpretations often equate addiction with dependence (Dépendence). According to the Encyclopedia of Psychology and Psychoanalysis, addiction is defined as:

"A persistent engagement in substance use or a particular activity over an extended period, aimed at inducing euphoria and alleviating sadness or depression." (Hanafi, 1994, p. 20).

2 - 2. Cyber Addiction: Concept and Definition

Conceptualizing Internet Addiction

The classification of internet addiction has sparked considerable debate. Critics argue that excessive internet use should not be equated with addiction, as the internet is an indispensable facet

of modern life rather than a mere habit or choice. Some researchers even contend that addiction to the internet is an illogical concept since individuals cannot be addicted to their own environment.

However, recent research conducted by specialized institutions confirms that internet addiction is a legitimate disorder, characterized by compulsive and problematic use. A 2005 study conducted by Stanford University revealed that the average daily internet usage among participants was approximately 3.5 hours (Pierre, 2006, p. 2).

The American Psychiatric Association (APA) has recognized internet addiction as a distinct behavioral disorder, defining it as:

"A compulsive psychological need driven by the inability to achieve satisfaction from internet use." (APA, Internet Addiction).

Cyber addiction manifests as an excessive and maladaptive reliance on internet applications, resulting in behavioral disturbances. Symptoms include prolonged screen time that exceeds initial self-imposed limits (D. Tory, 2000).

A comprehensive definition of cyber addiction is:

"A repetitive and compulsive engagement with various internet applications, wherein usage becomes an uncontrollable behavioral pattern. Internet addicts often experience profound disruptions in their daily lives, particularly in activities exclusive to the online sphere, such as social networking. Loss of control manifests through symptoms such as unsuccessful attempts to quit, withdrawal effects, and adverse consequences, including social isolation, sleep disturbances, and chronic fatigue." (Passeport Santé).

The problematic use of the internet arises from the interplay of multiple factors, including:

- **Environmental Factors:** Social isolation, familial difficulties, and external stressors.
- **Individual Factors:** Psychological traits, preexisting mental health conditions, and personality vulnerabilities.

These factors contribute to the development of cyber addiction, facilitated by the internet's accessibility (Accessible), anonymity (Anonyme), and affordability (Abordable) (IFAC Addiction, CHU Nantes).

3- The Concept of Social Media

Social media refers to websites that allow users to create personal pages within the same platform, enabling them to publish various types of content and communicate with friends. The most notable social networks include blogs, forums, and platforms such as Facebook and Twitter, which offer multiple services for content sharing and interaction among users.

It is the use of the Internet to enable individuals to find one another based on shared interests, facilitating virtual encounters (Halassa, 2013: 14).

It is a social structure that grants users the freedom to create their own website and connect with others through a social system based on shared interests and hobbies (Halassa, 2013).

3-1. Classification of Social Media

Social media platforms can be classified based on public accessibility into two categories, as outlined by Hassan (2009):

A. Platforms that consist of individuals or groups connected through specific social, cultural, or professional frameworks. These platforms are closed and not accessible to the general public.

B. Open social media platforms: These allow anyone with an electronic account to join and select their friends. Facebook is one of the most prominent examples of such platforms.

C. Some researchers categorize social media platforms based on the form of content posting, including:

- Electronic blogs (e-Blogs).
- Social blogs (Social blogs).
- Microblogs (Microblogs).
- Wikis (Wiki).
- Podcasts (Podcast).

D. Another classification, based on the means of interaction and content sharing, is proposed by Bolter (2007):

- **Text-based sharing platforms:** These appear as blogs authored by individuals, often supported with images, videos, and links to other sites. An example is microblogs, which enable users to exchange short messages with a character limit.
- **Image-sharing platforms:** The most well-known is Flickr, which allows users to upload, store, and share images.
- **Video-sharing platforms:** The most prominent example is YouTube, which enables users to share and upload video files.
- **Social networks:** Platforms like Facebook are the most widespread, facilitating the exchange of information, adding friends, and following updates. These platforms incorporate all the previously mentioned forms of content sharing, allowing for the exchange of texts, images, and videos.

4- Social Media Addiction

Social networking sites emerged in 1955 with Randy Conrad, who created the first social networking platform, which gained significant popularity. This was followed by other platforms designed to facilitate communication between friends through personal pages. Despite their recent emergence, these networks have evolved rapidly, diversifying in form and function. In 2005, MySpace became one of the first global social networks, followed by Facebook, which eventually became the leading social media platform worldwide (Naeem, 2007).

Social media has revolutionized online communication, introducing significant interactivity compared to earlier digital communication, which was restricted to minimal information sharing under the control of data managers (Abdel Fattah, 2014). This rapid expansion has profoundly impacted users, integrating social media into their daily lives. In fact, social media use has progressed beyond casual interaction to a level that can be considered genuine addiction.

The American Psychiatric Association (APA) has officially recognized Internet addiction as a type of behavioral addiction, defining it as:

"A compulsive psychological disorder resulting from an unsatisfied need to use the Internet. Individuals suffering from this disorder experience various symptoms." (www.APA.org/internetaddiction.ht).

Social media addiction is classified as a subcategory of Internet addiction. It is defined as the excessive use of social networking sites, resembling an addictive behavior. Symptoms include mood swings, social withdrawal, headaches, distress, irritability, and loneliness, especially when an individual refrains from using the Internet (Sabah & Al-Shujari, 2018).

Another definition describes it as continuous and frequent engagement with social networking sites multiple times a day for extended periods, to the extent that the user cannot stop or abandon usage without experiencing withdrawal symptoms similar to those of drug or alcohol addiction (Al-Nairab, 2016: 55).

4-1. Causes of Social Media Addiction

Some of the leading causes of social media addiction include:

- Lack of emotional support among adolescents, prompting them to seek illusory fulfillment and temporary pleasure through online conversations with strangers.
- Freedom to express repressed desires via private messaging, enabling young people to overcome societal restrictions.
- Influence of other cultures, especially in an era of rapid technological advancements in communication.
- Attempts to escape psychological stress and daily life pressures (Walid Ahmed Masri, 2006).
- Misconceptions about modernity and susceptibility to external influences (Mohammed Bayoumi Khalil, pp. 166, 168).

4-2. Major Effects of Social Media Addiction

Social media addiction results in physical and psychological impacts on individuals. Some of the most notable effects are (Al-Nairab, 2016):

A. Physical Effects

- **Carpal tunnel syndrome:** A condition affecting the hands or wrists due to excessive typing, leading to strain on the tendons of the fingers.
- **Eye strain:** Caused by prolonged screen exposure.
- **Back, neck, and spinal pain:** Resulting from extended periods of sitting while using computers or mobile devices.
- **Poor nutrition:** Often due to skipping meals while engaging with social media or consuming unhealthy fast food, leading to weight gain or loss.

B. Psychological and Social Effects:

- Low self-esteem.
- Inability to engage with real-life social interactions.

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- Feelings of jealousy and inferiority due to comparing one's life to the seemingly "perfect" lives of others on social media.

5- Methods and Materials:

5-1. Study Procedures:

A. Study Instrument:

A specially designed questionnaire was developed to collect the necessary data for this study. The questionnaire was formulated based on references related to the study topic and in consultation with experienced professors in the field to determine its items.

B. Study Sample:

The questionnaire was administered to a randomly selected sample of 400 individuals. The questionnaire consisted of two parts:

- **Part One:** Included demographic data of respondents (gender, age, type of training, the most frequently used social media platform, and the number of hours spent on these platforms).
- **Part Two:** Contained 28 questions or statements, where each respondent was required to select a single response per item using a five-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

The questionnaire items were distributed across the following themes:

1. Addiction to Social Media among Vocational Training Trainees in Constantine.
2. Motivations for Using Social Media among Vocational Training Trainees in Constantine.
3. Impact of Social Media Addiction on the Academic Performance of Vocational Training Trainees in Constantine.
4. Psychological and Social Effects of Social Media Addiction on Vocational Training Trainees in Constantine.

C. Validity of the Questionnaire:

Validity ensures that the questionnaire measures what it is intended to measure. It also refers to the comprehensiveness of the questionnaire in including the necessary elements for analysis and ensuring that its items are clear and understandable to the study sample.

D. Statistical Methods Used:

The following statistical methods were employed:

- Arithmetic Mean
- Standard Deviation

To apply these statistical methods to the data obtained from the sample responses, we used the **Statistical Package for Social Sciences (SPSS)**, one of the most accurate statistical software tools for producing reliable results.

5-2. Implementation of the Study Instrument:

The questionnaire was distributed to the study sample, and the collected data were organized in a specially prepared table. The nominal variables (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) were converted into numerical variables (1-2-3-4-5, respectively). Subsequently, tables and figures were prepared for each question in the questionnaire as follows:

A. Analysis of the Demographic Data of the Sample

Table -1- : Frequency Distribution of Respondents' Demographic Data

	Data	Frequency	Percentage (%)
Training Type	Residential	142	35.5
	Apprenticeship	198	49.5
	Other	60	15
	Total	400	100.00%
Gender	Male	144	36
	Female	256	64
	Total	400	100.00%
Most Used Social Media Platforms	Instagram	133	33.25
	TikTok	114	28.5
	Snapchat	82	20.5
	Facebook	71	17.75
	Total	400	100.00%
Time Spent on Social Media (Hours)	1-3 Hours	55	13.75
	3-6 Hours	213	53.25
	6-9 Hours	101	25.25
	More than 9 Hours	31	7.75
	Total	400	100.00%

Source: Researcher's Compilation from Field Study Results (Academic Year 2023/2024)

Key Findings from Table 1:

1. The majority of surveyed trainees primarily use **Instagram and TikTok** as their preferred social media platforms.
2. Most respondents spend between **3 to 6 hours daily** on social media.

B. Results of Study Themes

Table -2- : Arithmetic Mean, Standard Deviation, and Chi-Square for Statements in Theme 1: Addiction to Social Media among Vocational Training Trainees in Constantine

No.	Statement	Mean	Standard Deviation	Agreement Level	Ranking	Chi-Square	Statistical Significance
01	I feel more comfortable and open when connected to social media.	2.02	0.688	Strongly Agree	2	128.333a	0.000
02	I consider social media to be very	1.66	0.921	Strongly Agree	1	131.600a	0.000

	important in my life.						
03	My parents complain about my excessive use of social media.	2.09	0.926	Agree	5	136.33a	0.000
04	My friends accuse me of being addicted to social media.	2.06	1.018	Agree	4	107.000a	0.000
05	I lose many friends due to my prolonged use of social media.	2.93	1.133	Neutral	7	33.867a	0.000
06	I use social media to avoid performing tasks I dislike.	2.27	0.926	Agree	6	35.973a	0.000
07	Whenever I try to stay away from social media, I fail and feel distressed.	2.03	0.972	Agree	3	79.133a	0.000

Source: Researcher's Compilation from Field Study Results (Academic Year 2023/2024)

The table above presents the arithmetic means, standard deviations, and Chi-square values for the responses of the study sample regarding **Addiction to Social Media among Vocational Training Trainees in Constantine**. The results indicate that the majority of arithmetic means correspond to an agreement response, suggesting that **trainees in vocational training institutes in Constantine exhibit signs of social media addiction**.

Based on the arithmetic means, the ranking of statements is as follows:

1. I consider social media to be very important in my life.
2. I feel more comfortable and open when connected to social media.
3. Whenever I try to stay away from social media, I fail and feel distressed.
4. My friends accuse me of being addicted to social media.
5. My parents complain about my excessive use of social media.
6. I use social media to avoid performing tasks I dislike.
7. I lose many friends due to my prolonged use of social media.

Table -3- : Mean, Standard Deviation, and Chi-Square for Statements of the Second Axis (Motivations for the Use of Social Media by Trainees in Vocational Training Institutes in Constantine Province)

No.	Statement	Mean	Standard Deviation	Agreement Level	Rank	Chi-Square	Statistical Significance Level
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01	Entertainment and leisure	1.93	1.121	Agree	2	99.8672a	0.000
02	Meeting new people with similar interests	1.73	1.034	Strongly Agree	1	147.667a	0.000
03	Ease of communication with old friends	2.23	1.172	Agree	5	46.867a	0.000
04	Increasing knowledge and learning new things	2.47	1.121	Agree	7	37.133a	0.000
05	Participation, interaction, and freedom of expression	1.99	0.997	Agree	3	38.533b	0.000
06	Providing a space for participation and creativity	2.01	1.046	Agree	4	86.067a	0.000
07	Forgetting problems and reducing daily stress	2.33	1.108	Agree	6	47.400a	0.000

Source: Prepared by the researcher from the field study results (2023/2024)

The table above presents the means, standard deviations, and Chi-Square values for the responses of the sample participants regarding the axis (Motivations for the Use of Social Media by Trainees in Vocational Training Institutes in Constantine Province). The results indicate that all means correspond to the response "Agree," meaning that the participants acknowledge the existence of motivations for social media addiction among vocational training institute trainees in Constantine Province. The motivations are ranked as follows:

1. Meeting new people with similar interests.
2. Entertainment and leisure.
3. Participation, interaction, and freedom of expression.
4. Providing a space for creativity and participation.
5. Ease of communication with old friends.
6. Forgetting problems and reducing daily stress.
7. Increasing knowledge and learning new things.

Table -4- : Mean, Standard Deviation, and Chi-Square for Statements of the Third Axis (Impact of Social Media Addiction on the Academic Achievement of Vocational Training Institute Trainees in Constantine Province)

No.	Statement	Mean	Standard Deviation	Agreement Level	Rank	Chi-Square	Statistical Significance Level
01	My use of social media weakens my	1.74	0.774	Strongly Agree	1	153.893b	0.000

	concentration while studying						
02	Social media distracts me from completing my academic assignments	1.84	1.017	Agree	3	111.200a	0.000
03	Using social media is a waste of study time	2.27	1.174	Agree	5	48.133a	0.000
04	Using social media makes me less committed to studying	2.02	1.077	Agree	4	73.200a	0.000
05	Excessive social media use affects mental and cognitive fatigue	1.81	1.071	Agree	2	129.267a	0.000
06	Social media distracts me from engaging in social and sports activities at the institute	2.51	1.217	Agree	7	34.657a	0.000
07	Social media leads to a decline in my academic performance	2.43	1.217	Agree	6	38.467a	0.000

Source: Prepared by the researcher from the field study results (2023/2024)

The previous table presents the means, standard deviations, and Chi-Square values for the responses of the sample participants regarding the axis (Impact of Social Media Addiction on the Academic Achievement of Vocational Training Institute Trainees in Constantine Province). The results indicate that the majority of means correspond to the response "Agree" which suggests that the participants recognize the negative impact of social media addiction on their academic performance. The rankings based on the means are as follows:

1. My use of social media weakens my concentration while studying.
2. Excessive social media use affects mental and cognitive fatigue.
3. Social media distracts me from completing my academic assignments.
4. Using social media makes me less committed to studying.
5. Using social media is a waste of study time.
6. Social media leads to a decline in my academic performance.
7. Social media distracts me from engaging in social and sports activities at the institute.

Table -5- : Mean, Standard Deviation, and Chi-Square for Statements of the Fourth Axis (Psychological and Social Effects of Social Media Addiction on Vocational Training Institute Trainees in Constantine City)

No.	Statement	Mean	Standard Deviation	Agreement Level	Rank	Chi-Square	Statistical Significance Level
01	I can express my feelings through social media and share things I cannot say to anyone	1.60	0.596	Strongly Agree	1	19.345a	0.000
02	I have developed many social relationships and become more open to others	1.64	0.704	Strongly Agree	2	37.291a	0.000
03	Social media helps me relieve daily life stress	1.71	0.786	Strongly Agree	5	27.982a	0.000
04	I feel a mood change when I spend long hours on social media	1.71	0.567	Agree	6	24.582a	0.000
05	I become anxious when I stop using social media, and I think I am addicted	1.64	0.485	Strongly Agree	3	4.091a	0.000
06	Using these platforms has made me more anxious because I engage with others' problems	1.64	0.729	Agree	4	10.945a	0.000
07	I have sometimes been deceived by people on social media	1.78	0.762	Agree	7	4.509a	0.000

Source: Prepared by the researcher from the field study results (2023/2024)

The table above presents the means, standard deviations, and Chi-Square values for the responses of the sample participants regarding the axis (Psychological and Social Effects of Social Media Addiction on Vocational Training Institute Trainees in Constantine City). The results indicate that all means correspond to the responses "Strongly Agree" and "Agree," suggesting that the participants fully acknowledge the psychological and social impacts of social media addiction. The rankings based on the means are as follows:

1. I can express my feelings through social media and share things I cannot say to anyone.
2. I have developed many social relationships and become more open to others.
3. I become anxious when I stop using social media, and I think I am addicted.
4. Using these platforms has made me more anxious because I engage with others' problems.
5. Social media helps me relieve daily life stress.

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6. I feel a mood change when I spend long hours on social media.
 7. I have sometimes been deceived by people on social media.

6 - Results and Discussion

The statistical analysis of the study tool was conducted to answer the research problem questions, which were formulated as follows:

6-1. Findings of the First Axis: (Addiction of Vocational Training Institute Trainees in Constantine to Social Media)

The following key findings were reached:

- I consider social media to be very important in my life.
- I feel more comfortable and open when I am connected to social media.
- Whenever I try to distance myself from using social media, I fail and experience distress and anxiety.
- From this, we conclude that there is a significant addiction to social media among trainees at vocational training institutes in Constantine.

6-2. Findings of the Second Axis: (Motivations of Vocational Training Institute Trainees in Constantine for Using Social Media)

The key motivations identified were:

- Meeting new people with similar interests.
- Entertainment and leisure.
- Participation, interaction, and freedom of expression.

6-3. Findings of the Third Axis: (The Impact of Social Media Addiction on the Academic Achievement of Vocational Training Institute Trainees in Constantine)

The main findings were:

- My use of social media weakens my ability to concentrate while studying.
- Excessive use of social media affects my mental and cognitive fatigue.
- Social media distracts me from completing my academic assignments.
- Using social media makes me less committed to my studies.

From this, we conclude that social media addiction negatively affects the academic achievement of vocational training institute trainees in Constantine, as it hinders their commitment to regular study, completion of academic tasks, and reduces their ability to concentrate due to the mental and cognitive fatigue resulting from excessive use of these platforms.

6-1. Findings of the Fourth Axis: (The Psychological and Social Effects of Social Media Addiction on Vocational Training Institute Trainees in Constantine)

The key effects identified were:

- I can express my inner thoughts through social media and disclose things I cannot say to anyone in person.

- I have developed numerous social relationships and become more open to others.
- I feel anxious when I stop using social media, and I believe I am addicted to it.
- Using these platforms has made me more anxious as I engage with others' problems.

From this, we conclude that social media addiction has psychological and social effects on trainees, whether positive—such as developing new social relationships and increasing openness to others—or negative, such as feeling anxious when stopping social media use, which pushes them toward addiction as a way to alleviate their anxiety. Additionally, stress arises from dealing with others' problems.

6-5. Recommendations

Raising awareness about the use of the Internet in general, and social media in particular, is a shared responsibility among teachers, parents, mental health professionals, and even Internet café owners.

Doctors advise social media users, especially adolescents and young people, to regulate their usage hours to avoid withdrawing from their natural and social lives, falling prey to addiction, and suffering from psychological disorders such as loneliness and isolation. This can be achieved through the following measures:

1. Avoiding excessive use of social media, as it contributes to mental fatigue.
2. Using social media for positive purposes, such as expanding knowledge and learning new life skills, as well as fostering interaction and participation.
3. Ensuring that social media use does not come at the expense of study time.
4. Balancing social media use with daily activities such as sports and social engagements at the institute.
5. Raising awareness about social media addiction and its harms.
6. Establishing effective communication channels within families and creating real-life alternatives for participation instead of solely relying on unmonitored social media interactions.

Conclusion

This study has undertaken a rigorous examination of social media addiction among vocational training institute trainees in the Wilaya of Constantine, delving into its underlying psychological mechanisms, behavioral drivers, and its multifaceted implications for academic performance and socio-emotional well-being. The findings reveal a pervasive entrenchment of social media within the daily routines of trainees, wherein digital engagement is not merely habitual but indicative of a deeper psychological dependency. The compulsion to remain constantly connected manifests in heightened levels of anxiety and distress upon attempted disengagement, reinforcing the cyclical nature of digital addiction.

The study has also elucidated the duality of social media's impact—on one hand, fostering connectivity, self-expression, and digital literacy, yet on the other, engendering cognitive fragmentation, diminished academic commitment, and psychological distress. The detrimental repercussions of excessive engagement are particularly pronounced in the erosion of concentration, the exacerbation of mental fatigue, and the displacement of structured academic endeavors. Furthermore, the findings underscore a critical paradox: while social media ostensibly facilitates interpersonal engagement, its overuse paradoxically fosters emotional isolation, anxiety, and a detachment from substantive real-world interactions.

In light of these insights, this study advocates for a paradigm shift in digital consumption practices, necessitating a concerted effort by educational institutions, policymakers, mental health professionals, and familial structures to cultivate a culture of digital moderation. Targeted interventions should encompass comprehensive digital literacy programs, the integration of cognitive-behavioral strategies to mitigate compulsive usage, and the reinforcement of alternative, intellectually stimulating and socially enriching offline engagements. Only through such multidimensional approaches can the pervasive grip of social media addiction be attenuated, ensuring that digital engagement serves as an augmentative rather than a deleterious force in the academic and personal trajectories of vocational trainees.

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