

Reducing Saudi Children's Social Absence Resulting From Using Social Networks through Using a Suggested Modeling-Based Counseling Program

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Abstract: It is well known that social networks lack the means that help users avoid the social problems that result from much engagement in using them. Therefore, the excessive and continuous use of these sites may result in some social problems like the user's separation from his/her family for long or short periods of time. This study tray to reduce Saudi Children's Social Absence Resulting from Using Social Networks Using a Suggested Modeling-Based Counseling Program.

Keywords: A Suggested Modeling-Based Counseling Program Reducing Children's Social Absence.

I. INTRODUCTION

Social networks have widely spread on the internet at present due to the rush of society towards using them for being the best available means around which all members of society meet, according to their interests and likings, to exchange experiences and situations, in addition to the quality of entertainment that distinguishes many of those Networks to satisfy much of their users' needs.

It is well known that social networks lack the means that help users avoid the social problems that result from much engagement in using them. Therefore, the excessive and continuous use of these sites may result in some social problems like the user's separation from his/her family for long or short periods of time.

The fact that Saudi Arabia is a member of the system that uses these Social Networks, in a way that does not differentiate it from others, makes its society easily exposed to the same kind of problems that face users. Some studies have noticed that the use of Social Networks has become widely spread. A study shows that the percentage of internet usage among male and female citizens has reached 51.2%. This percentage shows the prevalence rate of the internet in K. S. A. The study also shows that 77% of Saudi university students use Facebook. (4:31)

1.2 Research Terminology:

1.2.1 Counseling Program:

Hamed Zahran points out that a counseling program is a bunch of scientifically based organizing and systemized procedures for the purpose of rendering direct and indirect guidelines, both individually or collectively, to all members of the institute or group. It aims at assisting them achieve the none-self growth; the conscious and reasonable choice, and the psychological compatibility within and without the group limit. (128: 2)

1.2.2 Social Absence (A procedural definition):

The researcher defines *social absence* as keeping away from sharing and interacting with the social skills that occur in a person's surrounding environment as a result of being concerned with other interests, rather than any other psychological or physical reason.

The social absence score is to be calculated, in this study, through the total score a child gets on responding to the Social Absence Test statements (Appendix 2).

1.2.3 Social Networks

Social networks are electronic applications based on Web's second generation system for the purpose of achieving communication and interaction among different people around the world via written, audible or visual messages. They also help in establishing immediate and delayed contacts that gather peoples at a remote communication site. (9)

1.2.4 Modeling Technique

A modeling technique is defined as a procedure that includes learning new responses through observing or imitating the model. Learning may happen without having any indication of immediate learned responses appeared on a person. This can happen later.

Modeling Types:

- a) Live modeling
- a) Pictorial modeling
- a) Unintentional modeling
- a) Intentional modeling
- a) Individual modeling
- a) Group modeling

Modeling style works in terms of location, sex, rewarding method, desire and ability to imitate the tutor's modeled style

1.2.6 Definition of Modeling

Several definitions come to agree on determining the meaning of Modeling. Albert Bandura (1976) defines Modeling as the process of acquiring simple or complex responses by observing model-based responses (21: 13).

Many researchers (7, 12) have it that modeling is just a procedure that is often used as a means of therapy where a person who suffers disorders watches how another person performs a certain behavior successfully, and feels easy with the situations and issues which that disordered person fears. The patient is asked to do the same as the model till fear is eliminated.

Roshdy Fam (2000) mentions that modeling is learning a specific behavior through observing a person performing it. This confirms the importance of social factors in learning including the exemplar, and observing other models in the environment. (104: 6)

1.2.6.1 Modeling Forms:

a) Live Modeling:

By Live Modeling, Bandura (1973) means the existence of an actual model in the observer's environment where he/she directly sees natural life situations and targeted behaviors performed by that model. A direct live model proves to be more effective for being alive and real, the thing that makes the observer sense all what that model does (13: 632).

B) Symbolic Modeling:

Symbols of living real models are to be used in this form, through videos, TV. or tapes, to represent the targeted behavior (56: 17).

1.3 Social Harms (Damages) of Social Networks:

Some scientific studies have shown that the increasing use of social networks results in several social problems for both individual and society in spite of the existence of cultural and intellectual privileges, and communication among groups and individuals. The studies point out that the social problems resulting from using social networks are represented in:

- a) Losing direct social interaction because communication occurs through wires and connectives rather than naturally.

- b) The use of the Internet is individually based as a person can do shopping and watch entertaining TV programs by himself instead of doing them in the company of his/her family. Therefore, fear increases as this might lead to the emergence of a generation that can deal only with the computer. A study conducted by the World of Knowledge (Alam Al-Ma'refa) Magazine reported that 40% of surveyed young people admitted that the Internet has socially affected them and made them tend towards isolation.
- c) The loss of privacy that leads to moral, psychological and material harms (damages).
- d) Sites browsing leads to the separation of children, young people and adolescents from their real world, family socializing, and participating in community events.
- e) Frequent discussions that stray away from mutual respect, and do not accept others' views.
- f) Getting people engaged away from parents and relatives that are recommended by the Messenger of Allah, prayers and blessings be upon him.
- g) Decrease of communication among individuals, and isolation from society (20).

2. RESEARCH PROCEDURES

2.1 Research Objective:

Reducing the social absence of primary school children who use Social Networks in the Saudi society by the means of:

- a) Detecting the social absence resulting from the use of Social Networks among research sample.
- b) Designing a counseling program based on modeling style, and applying it on the research sample.

2.2 Research Tools:

2.2.1 Social Absence of Primary School Children Test (Appendix 2).

2.2.2 A Counseling Program for the reduction of children social absence based on modeling (Appendix 3).

2.3 Research Hypotheses:

2.3.1 There are statistically significant differences between pre- and post-measurements in the research sample average scores in social absence in favor of post-measurement as a result of the application of the proposed program.

2.3.2 There are no statistically significant differences between the research sample average scores in post-measurement and that of consecutive measurement of the same sample as based on the Social Absence Test two weeks after the application of the proposed program.

2.4 Research Procedures:

2.4.1 Research Method:

The researcher used the experimental method for one experimental group by applying a pre- and post-measurement.

2.4.2 Research Population:

Children enrolled in primary school in the age group (11-12)

2.4.3 Research sample:

An intentional sample selection of the girls who suffer from Social Absence (after applying the Social Absence Test of primary school children). They were about (40) primary school girls aged 11-12 years old.

2.4.4 Research Tools:

2.4.4.1 *Social Absence Test for primary school children, prepared by the researcher (Attached):*

Purpose of the Test:

The test aims at measuring the social absence of primary school children aged between 11-12 years.

Test Description:

The test consists of (67) statements divided into three phases. Phase one, emotional perception, consists of "18" statements. Phase two, empathy with others, consists of "25" statements. Phase three, social networking, consists of "26" statements. There is a graded evaluation along with every test (*Always* "3" scores - *Sometimes* "2" scores - *Rarely* "1" score). The test has no time limit to answer. However, it is found that normal people can answer it in 25-30 minutes.

2.4.4.2 Counseling Program, prepared by the researcher (Attached):**First- Characteristics of the Program:***** Program Content:**

The counseling program consists of eleven sessions that have been implemented within four weeks, three sessions a week. Every session ranges between 45-120 minutes. A consecutive evaluation has been held a month after ending the program.

Second- Modeling Procedures:

- Determining the dramatic situations included in the program, and distributing them to the places where the unwanted behaviors occur such as "home, classroom".
- Writing a scenario for the model in such a situation.
- Preparing the scenes, whether live or symbolic, for the show.
- Determining the program's steps, and how to show the illustrated and live dramas to the sample's children in each session.

Each session includes the following steps:

- Informing the research sample about what they will see and observe of behavior; and what reward an observed model should get.
- Displaying the video-taped model behavior, to be followed by the live one.
- The research samples are required to speak about the most important of what they have seen and liked of the model behavior.
- Replaying the same scene, and pausing at every behavior, gesture or expression made by the model for the purpose of explaining its significances.
- The research samples are required to compare their own behavior with that of the model.
- The research samples are required to replay the scene by distributing the roles on them to imitate the model's behavior.
- The research samples are required to behave similarly to the watched behavior in similar situations, and speak about them in program sessions.

Third- How to Calculate Scores After Application:

The counseling program aims at reducing the social absence of primary school children. It is based on many of the different counseling techniques. The most important of these techniques are modeling, role-playing, story-telling, lecturing, discussion and dialogue, reinforcement, homework, emotional catharsis and self-introduction.

Program Designation and presenting it to Experts:

The suggested program has been designed according to the previous principles. It has been presented to 3 experts specialized in the field of psychological counseling to give their opinion concerning sessions' times, method of application and content appropriateness. After consulting the experts, and the reference analyses of the studies that have used similar programs, the suggested program has been designed in accord with the times and appropriate method as shown in Appendix (3).

2.4.4.3 Application Equipments and Tools:

- a) Video
- b) Headphones

2.4.5 Statistical Methods Used in the Research:

- a) The Arithmetic Mean
- b) The Standard Deviation
- c) The “T” Test for the significance of differences between (the pre- and post-test of the independent sample) by use of the Statistical Package for the Social Sciences (SPSS, Version 14).

2.6 Reference Studies:

2.6.1 Ranya Issa's Study:

This study aims at evaluating the impact of a counseling program for training on social skills and reducing isolation. It is based on the emotional mental treatment of a sample of adolescent girls in Jordanian schools throughout 12 counseling sessions. The results reveal the effect of the counseling program in reducing isolation, and increasing the social behavior of the used sample. The results show the absence of interaction between age and counseling program in regard to isolation and social behavior. This suggests that the effectiveness of the counseling program is not affected by age.

2.6.2 Reeve's (2009) Study:

The study is meant to apply a counseling program for the treatment of withdrawal behavior and social isolation among a sample of (23) children through engagement in social behavior. This has been done by using different strategies designed to increase the positive behavior that supports children.

The study has used a counseling program based on social reinforcement to increase the children's connection with additional social behaviors. It has reached the conclusion that the children could acquire behaviors of collective playing, cooperation, avoiding isolation and withdrawal, and dreams. (18)

2.6.3 J.E. Dowling's (2003) Study:

His study aims at knowing the impact of the similarity between the model and the observer - in terms of sex, age and time - on learning process through observation, as decided by Bandura, and learning attitudes towards women.

The study sample consists of 118 male and female university student who study Educational Psychology at Texas University. The sample is divided into 91 females and 27 males.

The study tools that has been used include a Modeling Program of 4 video-tapes. The program itself consists of models for males, and models for females taking into account the similarities of age and sex between the model and the observers. Moreover, the study has used the Listening Skill Test and Attitude Towards Women Scale.

The study results show the non-existence of any effect of sex variable as there are no significant differences in learning attitudes with males and females (15).

2.6.4 T. D. Stewart's (2007) Study:

The purpose of the study is to examine the impact of learning, through observing the Modeled Behaviors, on the behaviors of mentally retarded and trainable children. The study sample consists of 62 mentally retarded and able to learn children of 7-9 years old, living in one of West Pennsylvania institutions.

The study tools are mainly composed of a video-taped Modeling Program, some episodes of Sesame Street Program as another Modeling Program, and Learning Tasks.

The results have disclosed differences between the via broadcasted video-learners and those who learn through video programs intended for the retarded and the able to learn children, in favor of the learners through videos intended especially for retarded and able to learn children (19).

2.6.5 “The British Daily Mail” (2014) has recently conducted a study on 1096 girls aged 12-16 years. 40% of them admitted self-dissatisfaction, while almost half of the sample were afraid of weight-gaining due to sitting for several hours without movement.

The study has revealed some facts such as teenage girls, who are fond of Social Networks, get more likely to dislike their own bodies and surrender to these feelings.

The study shows that there is a role played by media in making a teenage girl less-estimate herself. This role is still under investigation. The results have spotted a relationship between the excessive use of media, on the one hand, and sense of anxiety, low self-estimation, body disrespect, and feeling depressed, on the other. Moreover, the study has revealed that 96% of teenage girls addict sitting on internet web at home for an average 3 and half hours.

Slater mentions that it has been noticed, through conducting a number of researches, that more than 600 advertisements targeting the teenage girls are detected in 14 of the Social Networks. This stands as an attracting factor for girls of this age where most ads concentrate on cosmetics, fashion, ways of weight-loss, and skin care, in addition to other ads that consider the teenage girl as a consuming target.

3. RESULTS

Table (1) The arithmetic mean, standard deviation and standard error mean of the research sample’s mean scores on the Social Absence Test

Test Items	N	Mean	SD	Standard Error Mean
Emotional Perception, pre-test	40	6.0957	.47447	.07502
Emotional Perception, post-test	40	14.1390	.48239	.07627
Empathy with others, pre-test	40	5.5660	.39990	.06323
Empathy with others, post-test	40	15.1230	.26159	.04136
Social Communication, pre-test	40	5.8160	.51507	.08144
Social Communication, post-test	40	14.5933	.61526	.09728
Total Scores, pre-test	40	5.6843	.45664	.07220
Total Scores, post-test	40	14.9293	.51773	.08186

Table (1) shows the mean scores of the research sample on the Social Absence Test in the items: Emotional Perception, Empathy with others, and Social Communication. It indicates obvious differences between pre- and post-tests of the research sample. These differences indicate the impact of the suggested program on the research sample after application.

Table (2)

One-Sample Test

Test items	Test Value = 0					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Emotional Perception, pre-test	81.255	39	.000	6.09575	5.9440	6.2475
Emotional Perception, post-test	185.376	39	.000	14.13900	13.9847	14.2933
Empathy with others, pre-test	88.028	39	.000	5.56600	5.4381	5.6939
Empathy with others, post-test	365.628	39	.000	15.12300	15.0393	15.2067
Social Communication, pre-test	71.415	39	.000	5.81600	5.6513	5.9807
Social Communication, post-test	150.012	39	.000	14.59325	14.3965	14.7900
Total Scores, pre-test	78.728	39	.000	5.68425	5.5382	5.8303
Total Scores, post-test	182.373	39	.000	14.92925	14.7637	15.0948

Table (2) shows the significance of the differences between the sample's mean scores on the Child Social Absence pre- and post-Test (N = 40).

Table (2) shows that there are statistically significant differences between the research sample's mean scores on all the items of the Social Absence Pre-Post Test. All data indicate that the differences are statistically significant at $p = 0.05$.

Table (3) The standard deviation, arithmetic mean and standard error of the research sample's scores at follow-up (N = 40).

One-Sample Statistics				
Test items	N	Mean	Std. Deviation	Std. Error Mean
Emotional Perception –pre	40	14.5387	.34239	.05414
Emotional Perception – post	40	14.1390	.48239	.07627
Empathy with others –pre	40	14.5933	.61526	.09728
Empathy with others –post	40	14.9293	.51773	.08186
Social Communication –pre	40	15.5190	.30294	.04790
Social Communication-post	40	15.1230	.26159	.04136
Total Scores- pre	40	14.5965	.39074	.06178
Total Scores- post	40	14.1390	.48239	.07627

Table (3) shows the mean scores of the research sample at follow-up. The results in the table confirm the closeness of the mean scores between post- and follow-up tests. This indicates the continuous development of research sample in all test items as a result of implementing the suggested program.

4. DISCUSSION OF RESULTS

Reviewing the mean scores of the research sample in table (1), and calculating the mean score differences in all the axes of the test, we observe that the biggest differences are in Empathy with others, followed by Social Communication, then Emotional Perception. The differences have shown a big significance of research sample's change of characteristics, especially the social characteristics that have been measured, as a result of implementing the suggested program. The results shown in table (2) confirm the statistically significant differences among the mean scores of the research sample in all the axes of the test. All of these differences prove to be statistically significant.

The results of table (3) prove that the program has had an effect that might continue for a time that is not confined to the time of implementing the program. The research sample has remained affected two weeks after the application of the suggested program. The mean scores of the sample search have not displayed any slight difference, and the significance of the differences between the pre- and post-test in all items have not displayed any statistical significance.

5. RECOMMENDATIONS

A child must be given much care at this age as he/she is in danger due to Social Networks. They lead to a child's isolation from family for spending the greatest part of time dealing with them. This may affect our Arabic culture as they give the child the chance to have virtual unknown friends. A child might fail in studying, and suffer some physical, psychological and social diseases . . . This can be done through:

- 1.4** Giving different courses which must speak about the importance of Social Networks and warn against their harms.
- 2.4** Educating and guiding parents towards monitoring their children while dealing with the Internet, in general, and social Networks, in particular.
- 3. 4 Parents** should devote some time to sit with their children to speak with them and about their problems.
- 4.4** Inviting the officials of the Ministries of Religious Endowments (Awqaf) and Da'wah in all Arabic countries in order to bind preachers to address people (softly and friendly) about the most important misuses of social networks as practiced by some.
- 5.4 Enacting** the laws and legislations that criminalize the misuse of social networks.

6.4 Addressing media colleges and research centers that are spread all over the Arab World to necessarily encourage researchers and graduate students to conduct further research and studies on various social networks and their different effects on the individual and society.

7.4 Inviting businessmen to encourage young people, and providing large financial rewards, to innovate Arabic social networks that mainly aim at serving the Arab young people.

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