

Third Father's Authority in Family Upbringing in Palestinian Society

Mohammed Issa Abu Kaf* and Tawfiq Azat Abu Hadid

Assistant Professor, Sociology of Crime, Al-istqlal university, Palestine

ABSTRACT

This study aims to analyze the impact of the third father's authority on the family upbringing processes of children in the Palestinian community and to evaluate the effect of using technological media on children's educational and cognitive achievement. Additionally, it examines the influence of the recreational and behavioral content of technological media on children's behavior and habits and analyzes the impact of technological media on children's social interactions and social relationships. This study used the descriptive-analytical method, with the study population consisting of all Palestinian children aged between 6-14 years in the West Bank governorates. The study sample comprised 413 children. The results showed a statistically significant impact of the third father's authority on family upbringing processes in the Palestinian community. The use of technology for educational and cognitive purposes enhances children's academic and cognitive achievement. Moreover, the recreational and behavioral aspects of technological media have a positive effect on children's behaviors and provide rich recreational experiences, in addition to improving their social interactions and communication skills. Based on these results, it is recommended to set specific time schedules for technology use, guide children towards beneficial educational content, choose games that promote positive values, and encourage physical and social activities to ensure balanced and healthy development for children.

*Corresponding author

Mohammed Issa Abu Kaf, Assistant Professor, Sociology of Crime, Al-istqlal university, Palestine.

Received: July 01, 2024; Accepted: July 03, 2024; Published: July 20, 2024

Keywords: Third Father's Authority, Family Upbringing, Technological Media, Educational Achievement, Recreational Impact, Behavioral Impact, Social Impact

Introduction

The family is considered the basic building block in society, where it plays a vital role in the upbringing of children and the formation of their personalities, in Palestinian society, the family acquires special importance due to its great influence in the preservation of cultural identity and the promotion of social values, and with the advent of technology and the spread of modern media, a new element has emerged that has a great impact on the processes of family upbringing, which can be referred to as the third father's authority, the term encompasses the widespread influence of technological media such as television, computers, and the Internet on children, which have become an integral part of their daily lives [1].

The Palestinian society places great importance on the family and its central role in the upbringing of children, as parents are the primary responsibility for providing care and guidance to children to ensure their proper growth and development, however, with rapid technological progress, children are exposed to new and influential sources of information through television and the Internet [2]. These tools provide children with a wide range of educational and recreational programs that contribute to expanding their horizons of knowledge and teach them various topics in attractive and interesting ways.

Technological media provide great opportunities for learning and cognitive development, educational programs on television, interactive videos, and websites dedicated to children play an important role in teaching children various topics such as science, mathematics, languages, and history, this makes learning more attractive and enhances children's interest and understanding of information; in addition, these tools enhance critical thinking and problem-solving skills through educational games and interactive applications [3].

However, the impact of technological media is not always positive, as constant exposure to television and the Internet can have negative effects on children, one of the main issues is exposure to inappropriate content, the Internet is full of content that may be inappropriate for children, such as violent or negative content, this requires parents to be careful in monitoring what their children see and directing them to content that is appropriate for their age and values [4, 5].

Excessive use of technology can also lead to addiction, children who spend too much time in front of screens may develop an excessive reliance on these means of entertainment, this can negatively affect their social interaction and lead to isolation and introversion, as they tend to stay away from social activities and interaction with their peers, this can affect their social and psychological development [6].

On the other hand, excessive use of technology can have negative health effects, prolonged sitting in front of screens reduces the physical activity of children, which increases the risk of obesity and vision problems. Children who spend long hours using the computer and television suffer from a lack of physical activity, which is essential for their overall health and healthy development. Constantly looking at screens can cause eye strain and other visual problems, necessitating the need to regulate screen time for children [7].

In this context, the role of parents becomes more important and complex, parents should set clear rules for the use of technology in the home, such as setting specific times for the use of television, computers, and the Internet. These rules help reduce the time spent in front of screens and guide them toward alternative useful activities. The active participation of parents in children's technological activities can be an opportunity to enhance family communication and interaction, as well as to monitor the content that children are exposed to.

Study Problem

The Palestinian family faces major challenges in the era of advanced technology and the spread of digital media, among them is the problem of the influence of technological media and social media, known as the third father's authority, on the processes of the family upbringing of children, and as Tantawi sees, this effect can have positive aspects such as providing various educational and recreational resources [5]. But it also carries significant risks, as explained by Ma'anawi, such as exposure to inappropriate content, addiction to screens, and the negative health effects of lack of physical activity [8]. This problem complicates the role of parents in guidance and control, where they have to balance the benefits and risks associated with their children's use of technology. Parents are struggling to adapt to the rapid changes in technology and innovations that are constantly attracting children's attention. So, the problems with the study are how the third father's authority affects the upbringing of children in Palestinian society, and what strategies can parents take to ensure a balance between the educational and recreational benefits of technology and protecting children from its negative effects.

Study Question

The main Question

How does the third father's authority affect the family upbringing of children in Palestinian society?.

The Sub-Questions

- How does the use of technological media affect the educational and cognitive achievement of children in Palestinian society?.
- What impact does the entertainment and behavioral content of technological media have on children's behavior and habits?.
- How does technological media affect children's social interaction and social relationships?

The Study Objectives

This study aims to

- Analysis of the impact of the third father's authority on the family upbringing of children in Palestinian society.
- Assess the impact of the use of technological media on the educational and knowledge achievement of children in Palestinian society.
- Examine the impact of entertainment and behavioral content of technological media on children's behavior and habits.
- Analyze the impact of technological media on children's social interaction and social relationships.

Study Significance

The importance of this scientific and applied study lies in its ability to provide a deep understanding of the impact of the third father's authority on the processes of family upbringing of children in Palestinian society. Scientifically, the study expands knowledge about how technological media affects various aspects of children's lives, including education, entertainment, social interaction, and family relationships. This contributes to the development of new theories and a better understanding of contemporary social changes. In practice, the study provides practical guidance to parents, teachers, and decision makers on how to balance the educational and recreational benefits of technology with protecting children from its negative effects. The results can help develop effective strategies to promote positive use of technology and reduce associated risks, contributing to the formation of a well-balanced and well-equipped generation to meet the challenges of the future.

Study Hypotheses

The following hypotheses have been tested.

There is a statistically significant effect ($\alpha \leq 0.05$) of the third father's authority in the processes of family formation in the Palestinian society. The following sub-assumptions are made:

- There is a statistically significant effect ($\alpha \leq 0.05$) of the educational and cognitive dimension of the third father in the processes of family formation in Palestinian society.
- There is a statistically significant effect ($\alpha \leq 0.05$) of the recreational and behavioral dimension of the third father in the processes of family formation in Palestinian society.
- There is a statistically significant effect ($\alpha \leq 0.05$) of the social and interactive dimension of the third father in the processes of family formation in Palestinian society.

Study Limits

Time limits: This study was conducted in 2024.

Spatial Boundaries: This study was conducted in the northern governorates of the West Bank.

Human limits: This study was limited to a sample of Palestinian families with children between the ages of (0-14) years.

Theoretical Framework

The family is considered the basic unit of society, where it plays a vital role in the upbringing of children and the formation of their personalities, in Palestinian society, the family acquires special importance due to its great influence in the preservation of cultural identity and the promotion of social values, and with the advent of technology and the spread of modern media, a new element has emerged that has a great impact on the processes of family upbringing, which can be referred to as "third father's authority". This term encompasses the widespread influence of technological media such as television, computers, and the Internet on children, which have become an integral part of their daily lives.

The Influence of the Third Father's Authority on Education and Knowledge

Among the aspects that are affected by the technological media, the educational and knowledge aspect comes at the forefront. These means provide rich and diverse sources of information, education, and entertainment. Through educational programs, interactive videos, and websites, children can learn various topics in fun and attractive ways. Technological media provide educational opportunities that contribute to improving children's academic achievement and enhance their cognitive skills.

Studies show that children who use educational games and interactive apps tend to improve their critical thinking and problem-solving skills [9]. E-learning and distance learning provide children with opportunities to learn flexibly and at any time, these benefits make technological media a powerful tool in enhancing children's educational and cognitive achievement but require guidance and monitoring by parents to ensure that they are best utilized [10].

The Influence of the Third Father's Authority on Entertainment and Behavior

Entertainment is another important aspect that affects the lives of children due to technological media, these means provide a wide range of entertainment content such as electronic games, movies, and TV shows, and this content can significantly affect children's behavior and daily habits [11]. Electronic games, for example, have become a major part of children's lives, where they spend many hours playing and interacting with these games.

Research such as Livingstone & Blum-Ross suggests that digital entertainment can shape children's interests and hobbies, and affect their lifestyle [12]. Children who spend a long time in digital entertainment may avoid traditional activities such as outdoor play, which affects their physical and social development. This calls on parents to play an active role in guiding their children towards diverse and balanced recreational activities to ensure healthy and inclusive development.

The Effect of the Third Father's Authority on Social Interaction

Al-Tantawi saw that technological media plays an important role in shaping the social interaction of children. Through social media, interactive games, and websites, children communicate with their peers and form new relationships. These means contribute to enhancing social communication skills and provide children with opportunities to interact with others. However, over-reliance on technology can lead to social problems such as isolation and introversion, and children who spend too much time using technology may prefer virtual interaction to real interaction, which affects their interpersonal communication skills, thus, this requires parents to monitor their children's use of technology and encourage them to participate in traditional social activities to enhance their social skills.

Parents' Management of Technology use

Parents should set clear rules for using technology in the home to ensure a balance between the benefits and risks associated with it. Setting time rules for technology use, participating actively in children's technological activities, and monitoring the content of children is an effective strategy for parents. Parental guidance helps protect children from exposure to inappropriate content and addiction on screens and enhances the optimization of the educational and entertainment benefits of technology [13]. So, parents who engage their children in technological activities can provide timely guidance and advice, which enhances family communication and contributes to the development of children's skills in a balanced manner.

The Impact of Technology on Family Relationships

The impact of the use of technology is not limited to children but extends to relationships and interaction within the whole family. Increasing the use of technology can significantly affect the time spent by family members together and reduce family interaction. In the age of smart devices and social networks, we find that individuals may be isolated in their digital world, leading to a decline in face-to-face interaction between family members [13].

Children who spend a lot of time using technology may avoid participating in shared family activities, which negatively affects communication within the family, for example, children may prefer to watch videos or play electronic games rather than spend time with their parents and siblings, this leads to the breakdown of family ties and reduces opportunities for learning and guidance through daily interaction with parents [2].

In addition, technology can reduce the time parents spend with their children, parents who are busy using their smartphones or computers after work may not be able to devote enough time to their children. This can lead to children feeling neglected and uninterested, affecting their relationship with their parents and leading to weak emotional bonds within the family [6].

Research shows that parents who set time rules for using technology and seek to promote shared family activities can reduce the negative effects of technology on family relationships. By setting specific times for using electronic devices, parents can ensure that family members spend time together without the distraction of technology. Which helps to enhance personal interaction and emotional communication between family members, as joint family activities such as family games, discussions, and outdoor activities can enhance family communication and contribute to the upbringing of balanced and family-related children [13]. For example, families can organize group play sessions including traditional board games that encourage interaction and collaboration between individuals, these activities help children learn social values such as collaboration, understanding, and problem-solving collectively.

Children learn a lot by observing their parents' behavior. When children see that their parents take time to interact with the family away from technology, they are more likely to adopt the same behavior, so parents can use this opportunity to teach children how to effectively manage their time and prioritization. It can be said that the impact of technology on family relationships depends heavily on how they are managed by the parents. By setting clear rules and promoting joint family activities, parents can foster positive family dynamics and raise children who are balanced and able to face the challenges of the digital age, while maintaining their values and strong family relationships.

The most Prominent Theories that Explain the Impact of Technology on Children's Upbringing

The theoretical framework of this study includes many theories that explain the influence of technological media on children's upbringing and family relations. Uses and Gratifications Theory is a key theory that explains how individuals use media to achieve specific needs such as information, entertainment, and social interaction. This theory helps to understand how children use technological media and how these means affect their lives [14].

Social Learning Theory presented by Albert Bandura is also central to the interpretation of the influence of technological media on children's behaviour. This theory focuses on how individuals learn by watching others and interacting with the surrounding environment. Technological media provide behavioral models that children can imitate, affecting their behaviour and habits [15].

In addition, Social Presence Theory explains how social media influences children's social interaction, focusing on how individuals feel about the presence of others in the virtual environment and how it affects their interaction and social behaviour [16].

From the foregoing, the third father's authority plays an important role in family upbringing processes in Palestinian society. Technology media offers great educational and recreational benefits for children, but it also carries challenges and risks that require parents to play an active role in guidance and oversight through clear rules and effective participation in technological activities. People can balance the benefits and risks associated with using technology. This contributes to the development of a balanced and well-equipped generation to meet the challenges of the future while preserving the cultural and social values and beliefs of Palestinian society.

Methodology

This study used the analytical descriptive approach to analyze the impact of the third father's authority on the family upbringing of children in Palestinian society. The analytical descriptive curriculum aims to describe the phenomena as they actually are, and then analyze the relationships and impacts between different variables. By collecting data using questionnaires, detailed information was obtained on how technological media influence educational, recreational, social, and family aspects of children's lives. Thereafter, the data were analyzed to identify trends and patterns, providing interpretations based on theoretical literature and field observations. This approach allows a comprehensive and in-depth understanding of the impact of modern technology on family upbringing, contributing to the development of effective strategies to deal with these impacts.

Study Population and Sample

The population is made up of all Palestinian children between ages 6 and 14 years in the West Bank governorates, which according to the Palestinian Central Bureau of Statistics numbered 1146431 in 2023. A simple random sample was used, and the study sample was determined based on tables [17]. The minimum sample has been determined by 385 children, the method of distributing the questionnaire was to go to some schools in the northern West Bank governorates (Tulkarm, Nablus, Jenin, Qalqiliya, Salfit) and its random distribution to students from the first to eighth grades. Teachers were hired to distribute the questionnaire to students and help them understand it. After the collection was completed, 413 questionnaire responses were obtained for analysis from the original research community.

Table 1: Demographic Characteristics of the Study Sample.

Characteristics of the study sample	Frequency	Percentage
Sex		
Male	220	53.3%
Female	193	46.7%
School Grade		
Grade 1-3	95	23%
Grade 4-6	160	38.7%
Grade 7-8	158	38.3%
Number of family members		
3-4	94	22.7%
5-6	179	43.3%
>=7	140	44%
Use technology at home		
They have technology.	307	74.3%
They don't have technology.	106	25.7%

Table 1 shows the demographic characteristics of the study sample of 413 children, where the sample was divided according to several key demographic variables. In terms of sex distribution, the sample consists of 220 males (53.3%) and 193 females (46.7%). This almost balanced distribution between males and females ensures that the results will be representative of both sexes, enhancing the comprehensiveness of the study and its ability to provide general conclusions on the impact of the third father's authority on children of both sexes.

The sample includes children at different stages of study, where there are 95 children in grades 1 to 3 (23%), 160 children in grades 4 to 6 (38.7%), and 158 children in grades 7 to 8 (38.3%). This distribution shows that the sample includes a variety of ages and educational stages, allowing to study of the impact of technological media across different stages of development and education.

The sample is divided by number of family members into 94 families with 3-4 members (22.7%), 179 families with 5-6 members (43.3%) and 140 families with 7 members and over (34%). This disparity in the number of family members can reflect a diversity of family dynamics and internal interactions, helping to understand how family size can affect the use of technology and the guidance of children.

Data show that 307 households, at 74.3%, have technology at home, while 106 households, at 25.7%, do not have technology. This indicates that the vast majority of children in the sample are exposed to technological media regularly. This high proportion of households with technology at home provides a strong base for analysing the impact of technology on children and understanding the family dynamics associated with the use of technological media.

Study tool

The researcher used the questionnaire as a tool for collecting the study's data. Likert scale was used on the basis of previous studies, which is one of the most common metrics in which the participant is asked to determine his or her degree of approval or disagreement with the specific options, so that: (5: Strongly agree), (4: Agree), (3: Neither agree nor disagree), (2: Disagree) and finally (1: Strongly disagree).

Coefficient of Cronbach's Alpha

The instrument's reliability coefficient scale has been extracted, using Cronbach's Alpha equivalent

Table 2: Coefficients for Study tool Variables.

Variable	Number of items	Cronbach's Alpha Score
Third Father's Authority	15	0.955
Educational and cognitive impact	5	0.918
Recreational and behavioral effects	5	0.897
Social and interactive impact	5	0.836
Family upbringing	10	0.910
Total	25	0.964

Preparation of the Researcher from the SPSSV28

Table 2 shows the coefficients of the study tool's variables, where the Cronbach's alpha score was 0.964, indicating high

reliability and strong internal consistency among the items in the questionnaire.

Results

Analysis of Study Variables

Table 3 shows the level of the study's variables by sample opinion

Table 3: The level of the Study's Variables

#	Variables	Average	Standard Deviation
1	Third Father's Authority	3.4773	0.88745
2	Educational and cognitive impact	3.5738	0.94596
3	Recreational and behavioral effects	3.4538	0.97150
4	Social and interactive impact	3.4044	0.89175
5	Family upbringing	3.3918	0.87677

Table 3 displays the level of different study variables using the average and standard deviation of each variable. The average of the third father's authority was 3.4773 with a standard deviation of 0.88745, indicating a moderate divergence of views on this variable. According to the educational and cognitive impact, the average was 3.5738 with a standard deviation of 0.94596, reflecting a relatively positive assessment of this variable, with moderate divergence of opinion.

The recreational and behavioral effect achieved an average of 3.4538 with a standard deviation of 0.97150, indicating a relatively greater divergence of opinion on this effect. The average of the social and interactive impact was 3.4044 with a standard deviation of 0.89175, indicating a balanced assessment with divergent views.

Finally, the family upbringing achieved an average of 3.3918 with a standard deviation of 0.87677, indicating a moderate assessment with a balanced divergence of opinion. These averages and standard deviations reflect varying levels of influence and divergence in participants' views on the different areas of study, highlighting the importance of understanding these multiple impacts on the family upbringing of children.

Pearson Binding Coefficient

Table 4 represents the correlation factor between the study variables

Table 4: Pearson Binding Coefficient

	1	2	3	4	5
Third Father's Authority	1				
Educational and cognitive impact	0.430	1			
Recreational and behavioral effects	0.569	0.552	1		
Social and interactive impact	0.443	0.588	0.500	1	
Family upbringing	0.505	0.573	0.559	0.557	1

As seen in Table 4, the Pearson correlation factors between the family upbringing variable and other variables in the study. Family upbringing appears to have a moderate association with the third father's authority (0.505), suggesting that the influence of

technological media plays an important role in family upbringing processes. In addition, there is a strong correlation between family upbringing and educational and cognitive impact (0.573), indicating that educational and cognitive aspects associated with the use of technology significantly affect how children are brought up in the family.

Family upbringing is also strongly associated with recreational and behavioural effects (0.559), reflecting the fact that children's recreational and behavioural activities through technological media significantly affect the dynamics of upbringing within the family. There is also a strong correlation between family upbringing and social and interactive impact (0.557), indicating that social interactions through technology have a significant impact on family upbringing.

Analysis of Study Hypotheses

Main Hypothesis: There is a statistically significant effect at the level of $\alpha \leq 0.05$ of the third father's authority in family upbringing in Palestinian society.

Table 5 shows the results of the linear regression test for the first hypothesis

Table 5: Results of Linear Regression Test for the first Hypothesis

Hypothesis	Beta	R2	T Value	α Value	Resolution
Third father's authority > Family upbringing	0.815	0.648	6.874	≤ 0.001	Acceptance of hypothesis

The results of the linear regression test are shown in Table 5 indicate a statistically significant impact ($\alpha \leq 0.05$) for the third father's authority on family upbringing in Palestinian society. The value of beta (0.815) indicates a strong and positive relationship between the variable power of the third father's authority and family upbringing, as the increase in the impact of the third father's authority leads to an increase in the effectiveness of family upbringing processes. The determination factor (R2) of 0.648 indicates that 64.8% of the variation in family upbringing can be explained by the third father's authority, reflecting a significant impact of this variable.

In addition, the T value of 6.874 and the α value of less than 0.001 support the statistical significance of the results, which means that the first hypothesis is acceptable. This suggests that the use of technological media, including television, computers, and the Internet, has a significant and positive impact on how children are raised within the Palestinian family [18].

In addition, the T value of 6.874 and the α value of less than 0.001 support the statistical significance of the results, which means that the first hypothesis is acceptable. This suggests that the use of technological media, including television, computers, and the Internet, has a significant and positive impact on how children are raised within the Palestinian family [18].

Sub-Hypothesis I: There is a statistically significant effect ($\alpha \leq 0.05$) of the third father's educational and cognition dimension in family upbringing processes in Palestinian society

Table 6: Results of Linear Regression test for the first Sub-Hypothesis

Hypothesis	Beta	R2	T Value	α Value	Resolution
Educational and cognition dimension > Family upbringing	0.873	0.865	5.712	≤ 0.001	Acceptance of hypothesis

The results of the linear regression test are shown in Table 6 indicate a statistically significant impact ($\alpha \leq 0.05$) of the educational and cognitive dimension of the third father's authority on family upbringing processes in Palestinian society. The beta value (0.873) indicates a strong and positive relationship between the educational and cognitive dimension and family upbringing, as the increase in the educational and cognitive impact of technological media significantly improves family upbringing processes.

The determination factor (R2) of 0.865 indicates that 86.5% of the variation in family upbringing can be explained by the educational and cognitive dimension of the third father's authority, reflecting a significant and noticeable impact of this variable. The T value of 5.712 and the α value of less than 0.001 support the strength of the statistical significance of the results, meaning that the second hypothesis is acceptable.

Sub-hypothesis II: There is a statistically significant effect ($\alpha \leq 0.05$) of the third father's authority and recreational and behavioural dimension in family upbringing processes in Palestinian society.

Table 7: Results of Linear Regression test for the Sub-Hypothesis II

Hypothesis	Beta	R2	T Value	α Value	Resolution
Recreational and behavioural dimension > Family upbringing	0.885	0.939	10.519	≤ 0.001	Acceptance of hypothesis

The results of the linear regression test are shown in Table 7 indicate a statistically significant effect ($\alpha \leq 0.05$) of the recreational and behavioural dimension of the third father's authority on family upbringing in Palestinian society. Beta value (0.885) indicates a strong and positive relationship between the recreational and behavioural dimension and family upbringing, as the increase in the recreational and behavioural impact of technological media significantly improves family upbringing processes.

The determination factor (R2) of 0.939 indicates that 93.9% of the variation in family upbringing can be explained by the recreational and behavioral dimension of the third father's authority, reflecting a very significant impact of this variable. The T value of 10.519 and the value of (α) less than 0.001 support the strength of the statistical connotation of the results, meaning that the second sub-hypothesis is acceptable.

Sub-hypothesis III: There is a statistically significant effect ($\alpha \leq 0.05$) of the third father's social and interactive dimension in family upbringing processes in Palestinian society.

Table 8: Results of the linear regression test for the third sub-hypothesis

Hypothesis	Beta	R2	T Value	α Value	Resolution
Social and interactive > Family upbringing	0.939	0.890	4.910	≤ 0.001	Acceptance of hypothesis

As shown in Table 8, the linear regression test represents a statistically significant impact ($\alpha \leq 0.05$) of the social and interactive dimension of the third father's authority on family upbringing in Palestinian society. The beta value (0.939) indicates a strong and positive relationship between the social and interactive dimension and family upbringing, as the increase in the social and interactive impact of technological media significantly improves family upbringing processes.

The determination factor (R2) of 0.890 indicates that 89.0% of the variation in family upbringing can be explained by the social and interactive dimension of the third father's authority, reflecting a very significant impact of this variable. The T value of 4.910 and the α value of less than 0.001 support the strength of the statistical connotation of the results, meaning that the third sub-hypothesis is acceptable.

Discussion

These results emphasize the importance of managing and guiding children's use of technology within the family to achieve positive results in family upbringing processes, thereby enhancing the role of parents in monitoring and guiding children's use of these means to ensure balanced and healthy upbringing. The impact of technological media on children's upbringing encompasses multiple aspects such as education and knowledge, recreational and behavioral, social and interactive, each of which plays a vital role in shaping the child's personality and overall development.

Results show that the educational and knowledge aspect of technological media has a significant and positive impact on how children are raised within the Palestinian family. This reflects the importance of promoting children's educational and cognitive use of technology, as these tools can contribute to improving children's academic and cognitive achievement to use technology for educational purposes that can enhance critical thinking skills, the ability to solve problems, and access new and diverse information. This therefore requires parents to play an active role in guiding their children towards useful educational content. Determining the appropriate times for the use of technological devices to make the most of these means.

For example, parents can encourage their children to watch educational programs that interestingly provide scientific or historical information or use interactive educational applications that develop their math and language skills. Through this guidance, children can develop their academic and cognitive abilities in a way that contributes to improving their school outcomes while at the same time developing a love of reconnaissance and knowledge. Promoting this type of use of technology can have a long-term impact on the course of education and children's personal development.

The results also show that the recreational and behavioural aspect of the technological media has a significant and positive impact on how children are raised within the Palestinian family. This reflects the importance of children using technology for recreational and behavioural purposes, which can contribute to improving children's behaviours and providing rich recreational experiences. E-gaming, for example, can be an effective tool to enhance strategic planning skills, cooperation, and decision-making, however, requires careful parental supervision to ensure that toys and entertainment content are suitable for children's ages and do not contain harmful or violent content.

People can choose games that promote positive values and good behaviors such as games that require collaboration and teamwork, or those that mimic life situations that teach children about problem-solving and time management skills. In addition, playtime can be organized and a balance between digital and other activities such as reading, sports, and outdoor play can be ensured. This balance helps develop the child's personality in an integrated manner and ensures that it does not rely entirely on technology as the sole source of entertainment.

The results further show that the social and interactive aspect of technological media has a significant and positive impact on how children are raised within the Palestinian family. This reflects the importance of children using technology for social and interactive purposes, as these technological media can contribute to improving children's social interactions and enhancing their communication skills. Social media, for example, gives children an opportunity to communicate with their peers and exchange ideas and opinions, thus enhancing their social skills and developing a sense of belonging to a larger society.

By interacting with peers across social media platforms, children can learn how to express themselves clearly, deal with different opinions, and build new friendships. However, the use of these means must be done under parents' supervision to ensure that children learn how to use technology responsibly and safely. Parents can guide their children on how to protect their privacy, avoid inappropriate content, and interact positively with others.

Parents' role in this context is not limited to monitoring but also active participation in interactive activities with children. Family sessions can be organized to watch educational or entertainment programs together or play interactive games, enhancing family ties and providing an opportunity for parents to directly guide their children. This type of engagement contributes to enhancing communication within the family and makes the use of technology a shared and beneficial experience for all.

These findings highlight the multiple impacts of the use of technology on children's upbringing and demonstrate the importance of the effective role of parents in guiding this use towards positive educational, recreational, and social activities, through proper guidance and effective participation, which can ensure that their children's experience with technology is useful and productive, contributing to their balanced and healthy upbringing.

Recommendations

Based on the results of the study showing the significant and multiple impacts of the use of technology on children's family upbringing in Palestinian society, the following practical recommendations can be made:

1. Clear and specific timetables for children's use of technological devices are recommended. Certain times of the day can be allocated for educational use and other times for entertainment, making sure that the permitted time limits are not exceeded.
2. Parents are advised to direct their children toward useful educational content such as educational applications, documentary programs, and online interactive lessons. It must be ensured that these contents are appropriate for children's ages and educational levels.
3. It is recommended to choose electronic games that promote positive values and good behavior. Games that require strategic thinking, collaboration, and problem solving can be useful for developing children's skills.
4. Children should be encouraged to use social media and interactive apps safely and responsibly. Family sessions can be organized to discuss the optimal use of these methods and guide children on how to interact positively with others.
5. Parents are advised to participate in their children's technological activities. Group viewing sessions can be organized for educational programs or interactive games, enhancing family communication and providing an opportunity for direct guidance.
6. It is recommended that children be encouraged to participate in non-technology physical and social activities. Sports, arts, and outdoor activities help balance digital recreation and physical activity and promote children's overall development.
7. Children should be taught how to use technology safely and responsibly. Workshops or educational sessions can be organized on protecting personal privacy, avoiding inappropriate content, and engaging positively with others online.
8. Parents are advised to monitor the content children watch regularly. Parental control software can be used to locate websites and applications suitable for different ages, ensuring a safe digital environment for children.
9. It is recommended to enhance children's critical thinking skills by encouraging them to think critically about the content they watch and the games they play. Parents can discuss the contents with children and guide them towards thinking about the results and consequences.
10. It is recommended that children be encouraged to read books and articles and search for information online. Specific times can be set for daily reading and providing a home library with books suitable for their age and interests.
11. Parents should periodically assess the impact of using technology on their children. Outcomes can be discussed with children and ensure that their use of technology contributes positively to their personal and academic development.

References

1. Abdulaziz, Ibrahim Sharif (2022) Family upbringing and protection of children from the dangers of modern technology Field study, Annals of Ein Shams Literature 48: 22-52.
2. Atout M, Alrimawi I, Dreidi M, Saifan AR, Abusalameh E, et al. (2021) Parental child rearing practices in palestine: A cross-sectional study. Global Pediatric Health 8: 2333794X2111045967.
3. Ghanem, Mustafa Hamdi Ali, Abdul Samad Mohammed Sultan, Randa (2010) Impact of contemporary technological changes on the social interaction of rural families in some villages of Assiut governorate, Assiut Journal of Agricultural Sciences 1: 93-107.

4. Sari BA, Taner HA, Kaya ZT (2021) Screen media exposure in pre-school children in Turkey: the relation with temperament and the role of parental attitudes. *The Turkish Journal of Pediatrics* 63: 818-831.
5. Tantawi, Rasha Hamid Attiya (2022) Impact of the Media and Modern Technology on Children's Socialization Field Study, *Cairo Journal of Social Service* 35: 1-35.
6. Kurniasanti KS, Assandi P, Ismail RI, Nasrun MWS, Wiguna T, et al. (2019) Internet addiction: a new addiction? *Medical Journal of Indonesia* 28: 82-91.
7. Odgers CL, Jensen MR (2020) Annual research review: Adolescent mental health in the digital age: Facts, fears, and future directions. *Journal of Child Psychology and Psychiatry* 61: 336-348.
8. Al-Ma'anawi, Samir Mohammed anew (2023) Methods of socialization in raising the children of the new Republic in the light of the challenges of the digital age, *Journal of Studies and Research of Qualitative Education* 9: 964-997.
9. Debora R, Pramono R (2021) Implementation of STEM learning method to develop children's critical thinking and problem-solving skills. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6: 1221-1232.
10. Petretto DR, Carta SM, Cataudella S, Masala I, Mascia ML, et al. (2021) The Use of Distance Learning and E-learning in Students with Learning Disabilities: A Review on the Effects and some Hint of Analysis on the Use during COVID-19 Outbreak. *Clinical practice and epidemiology in mental health: CP & EMH* 17: 92-102.
11. Vedeckina M, Borgonovi F (2021) A review of evidence on the role of digital technology in shaping attention and cognitive control in children. *Frontiers in Psychology* 12: 611155.
12. Livingstone S, Blum-Ross A (2020) *Parenting for a digital future: How hopes and fears about technology shape children's lives*: Oxford University Press, USA doi.org/10.1093/oso/9780190874698.001.0001.
13. Nevski E, Siibak A (2020) The role of parents and parental mediation on 0–3-year olds' digital play with smart devices: Estonian parents' attitudes and practices. In *Digital Play and Technologies in the Early Years*: Routledge 5-19.
14. Lin, YH, Chu MG (2021) Online communication self-disclosure and intimacy development on Facebook: the perspective of uses and gratifications theory. *Online Information Review* 45: 1167-1187.
15. Rumjaun A, Narod F (2020) Social Learning Theory-Albert Bandura. *Science Education in Theory and Practice: An Introductory Guide to Learning Theory* 85-99.
16. Hollebeck LD, Clark MK, Macky K (2021) Demystifying consumer digital cocreated value: Social presence theory-informed framework and propositions. *Recherche et Applications en Marketing (English Edition)* 36: 24-42.
17. Bougie R, Sekaran U (2019) *Research methods for business: A skill building approach*: John Wiley & Sons.
18. Umayur, Adila for Felph, Safia (2017) *Modern communication technology and its impact on communication within the family* Field study on a sample of families in Jegel City, an unpublished master's thesis, Mohamed Sadiq Ben Yahya University, Algeria.

Copyright: ©2024 Mohammed Issa Abu Kaf. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.