

Interaction Through Social Media Platforms: From Communicative Action to Psychological Impact: A Field Study of Algerian Adolescents' Attitudes

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Abstract

This study examines the communicative and psychological dimensions associated with Algerian adolescents' interactions on social media platforms amid the rapid digital transformations taking place worldwide. It proceeds from the premise that these platforms have become primary spaces for communication and the exchange of opinions, as well as important environments for the formation of attitudes and the development of social relationships among adolescents. The study analyzes digital interaction, examines adolescents' attitudes toward the use of digital platforms, and identifies the motivations underlying that use. It also explores the extent to which these patterns are associated with psychological indicators such as self-esteem, psychological well-being, anxiety, and stress. The study employed a descriptive research design, which was considered the most appropriate for understanding the phenomenon under investigation. An attitude scale served as the primary instrument for collecting data from a sample of Algerian adolescents. The study sought to provide a comprehensive account of the relationship between intensive social media use and its potential psychological effects.

Keywords: interaction, social media platforms, communicative action, psychological impact, mental health.

Introduction

Communication through social media platforms has become one of the defining features of recent years. The rapid expansion of these platforms has created new opportunities for expression, interaction, and the exchange of opinions and information among individuals and groups. It has also contributed to the construction of new meanings in contemporary societies by reshaping social relationships. Because of their considerable influence on users, these platforms have produced profound changes in patterns of human communication, particularly among adolescents, who are among their most frequent and engaged users. The communicative practices generated by social media platforms constitute a form of interaction that extends beyond the exchange of messages among interlocutors. They also reshape positions and attitudes and contribute to the construction of diverse digital identities. These practices raise numerous questions about communicative action in the digital sphere and about the meanings and ideas produced through dialogue, interaction, and sustained participation. The influence of digital platforms is not limited to communication; it also extends to psychological dimensions that affect individuals' daily lives. Interaction through social media may be associated with psychological well-being and life satisfaction because it offers opportunities for social connection, belonging, and psychological support. It may also affect self-esteem through the interactions, social comparisons, and digital evaluations that these platforms facilitate. At the same time, intensive use may increase anxiety and stress arising from social pressure and the desire for

acceptance and recognition. It may also be associated with loneliness and social isolation among some users despite their extensive digital presence. These potential psychological effects make social media an important subject of scholarly investigation. These effects may be especially pronounced among adolescents because this developmental stage involves psychological, cognitive, and emotional changes that can heighten susceptibility to the social and psychological content conveyed through digital interaction. Given the prominent role of social media platforms in Algerian society, particularly among young people and adolescents, and their rapid expansion as part of the global digital transformation, the nature of interaction on these platforms and its psychological and social effects warrants careful scholarly and social examination.

Thus, this study examines Algerian adolescents' attitudes and the nature of their interactive digital presence by tracing social media interaction from communicative action to psychological impact. It considers how such interaction is reflected in psychological well-being and life satisfaction, self-esteem, anxiety and stress, and feelings of loneliness and social isolation. The aim is to develop a deeper understanding of the relationship between digital communication and adolescent psychological development in contemporary Algerian society.

1. Significance of the Study

This study is important because it examines the psychological effects of social media interaction among Algerian adolescents, one of the groups most susceptible to the content and interaction patterns produced by these platforms. It also seeks to clarify the relationship between digital communicative action and its positive and negative psychological dimensions. The scarcity of field studies on this subject in the Algerian context further makes the study a scholarly contribution to media and communication studies and psychology. Its findings may also inform strategies and awareness programs designed to promote responsible social media use, strengthen positive outcomes, and reduce adverse effects on adolescents' mental health.

2. Concepts of the Study

2.1. Social Media Platforms

Most interactions on digital devices take place through web browsers, mobile applications, or online services, such as Facebook, Instagram, YouTube, and Twitter.

Sahoo and Das (2011) defined social media platforms as a form of virtual communication that enables people to communicate with one another. This concept arises from the fundamental human need to remain together in groups and form societies.

Ilham Ibrahim defined social media platforms as a system of electronic networks that allows users to create personal profiles and connects them, through electronic social systems, with others who share similar interests and hobbies. These networks provide services such as instant messaging, private messaging, email, video, blogging, and file sharing.¹

2.2. Communicative Action

Communicative action refers to any behavior, statement, or message through which one person seeks to convey meaning, information, or emotion to another for the purpose of influence or mutual understanding. It requires a sender, a message, a receiver, and a communication channel.

¹ Kheira Daoudi and Marwa Ghediri, "The Psychological Impact of Social Media Use," *Journal of Social Sciences* 8, no. 1 (2025): 76.

Habermas defines communicative action as interaction between at least two persons who are capable of speech and action and who establish interpersonal relationships. The participants seek shared understanding and coordinate their actions through rational discussion and cooperation rather than strategic action directed solely toward achieving individual goals. Language therefore occupies a central place in the model of communicative action.²

2.3. Psychological Impact

Psychological impact refers to the changes that occur in an individual's psychological, emotional, and even behavioral state as a result of exposure to external or internal stimuli. These changes may be manifested in emotional states that are either negative, such as anger, anxiety, depression, isolation, or aggression, or positive, such as happiness, joy, and enhanced self-esteem.

The psychological impact of social media use refers to changes associated with continuous interaction on social networks, including loneliness, depression, bullying, social comparison, diminished self-esteem, and problematic or addictive use. It also encompasses positive dimensions and strengths that these platforms may foster, including belonging, mutual assistance, and psychological and social support.³

On the basis of the foregoing, psychological impact may be defined as the psychological, emotional, and behavioral changes that occur as a result of continuous interaction with social media platforms. These changes may take negative forms, including anxiety, depression, loneliness, and low self-esteem, or positive forms, including stronger feelings of belonging, self-confidence, and social engagement.

2.4. Mental Health

Abd al-Aziz al-Qusi defines mental health as the complete adjustment or integration of psychological functions, together with the ability to confront everyday crises and maintain a positive sense of happiness and competence. Ijlal Sri defines it as a state in which individuals are psychologically adjusted; experience happiness, competence, and psychological comfort; achieve self-realization; make effective use of their abilities and energies; and meet the demands of life while managing psychological crises. In this state, personality is strong and integrated, and behavior is characterized by balance and normative functioning.

Barron (1968), by contrast, defines mentally healthy individuals as those who act according to what they consider right. In this view, right conduct requires refraining from lying, cheating, stealing, backbiting, killing, and, more generally, any behavior that obstructs the continuity and development of life. This definition emphasizes commitment to religious and moral values as a means of attaining an understanding of life's meaning.⁴

Hence, mental health may be defined as:

A relatively dynamic state of adjustment and balance among psychological functions that enables individuals to adapt to life's demands and confront everyday crises. It reflects the capacity for self-

² Tarek Haba, "The Role of Sociological Paradigms in the Construction of Jürgen Habermas's Theory of Communicative Action," *Media and Society* 6, no. 1 (2022): 249.

³ Daoudi and Ghediri, "Psychological Impact of Social Media Use," 77.

⁴ Abdelkrim Ben Mustapha, "The Impact of Social Media Use on Mental Health among Algerian Youth," *International Journal of Educational and Psychological Studies*, no. 6 (2019): 112.

realization and the constructive use of personal abilities within a framework of balanced behavior and psychological and social adjustment.

3. Previous Studies

3.1. Study by Daoudi Khayra and Ghediri Marwa (2025)

The study, titled “The Psychological Impact of Social Media Use,” sought to identify the psychological effects of social media use and analyze its positive and negative consequences. Social media platforms have become open spaces that attract young people and adolescents in particular, but they may also become sources of pressure and risk affecting psychological and social life. Using a descriptive analytic method, the study identified numerous problems affecting psychological and social health, including anxiety, social isolation, loneliness, sleep disorders, and bullying. It therefore emphasized the responsibility of families, educational institutions, and other relevant actors to develop preventive measures, promote rational and healthy use, protect mental health, and contribute to psychologically and socially balanced societies in the digital age.⁵

3.2. Study by Mohamed El-Taher Taabli and Nadia Ghilassi (2023)

The study, titled “Social Media Addiction and Its Relationship to Certain Psychological Disorders (Anxiety and Depression) among University Students: A Field Study,” examined the relationship between social media addiction and anxiety and depression among university students. It also investigated differences in addiction levels according to gender and academic specialization, as well as differences in psychological disorders among addicted users according to the same variables.

The study employed a descriptive analytic method and administered two scales to a purposively selected sample of 220 male and female university students identified as addicted to social media platforms at various Algerian universities. Its principal finding was that social media addiction was not associated with mental health disorders among the Algerian students in the sample.

The authors attributed the greater prevalence of social media addiction among males partly to the structure of Arab societies, particularly Algerian society, where males often receive greater social freedom and opportunity than females. In this interpretation, social factors contribute to lower levels of addiction among females.

The authors also related this difference to the social circumstances of females and the persistence of traditional social structures. Males generally have greater freedom to leave the home and work, which may enable more sustained social interaction. By contrast, many females are socialized to associate their roles more closely with the home, child-rearing, and marriage.⁶

3.3. Study by Iman Awad Fayoud (2022)

The study, titled “The Relationship between Social Media Platforms and Rates of Depression and Anxiety among a Sample of Young People,” examined the relationship between social media use and depression and anxiety among young people. It used a field survey and a questionnaire administered to 280 respondents in the Cairo and Dakahlia governorates.

The findings supported the hypothesis of a statistically significant association between the intensity of social media use and higher rates of depression among respondents. The hypothesis of a

⁵ Daoudi and Ghediri, “Psychological Impact of Social Media Use.”

⁶ Mohamed El-Taher Taabli and Nadia Ghilassi, “Social Media Addiction and Its Relationship to Certain Psychological Disorders (Anxiety and Depression) among University Students,” *Afkar wa Afaq* 11, no. 1 (2023).

statistically significant association between intensive social media use and higher anxiety rates was not supported.

The study found that 71.4 percent of the young participants were consistently affected by social media content, 27.1 percent were affected intermittently, and 1.4 percent were not affected. The most prominent reported effect was “escaping from reality,” at 98 percent. “Imitating celebrities, including public figures and social media personalities,” and “relieving daily burdens and filling leisure time” each followed at 97.3 percent.⁷

3.4. Study by Ben Mustapha Abdelkrim (2019)

The study, titled “The Impact of Social Media Use on Mental Health among Algerian Youth: A Descriptive Correlational Study,” examined the relationship between social media use and mental health among Algerian youth, including whether such use might help alleviate anxiety and depressive disorders. It employed a descriptive correlational design and administered measures of social media use, mental health, anxiety, and depression to 120 young men and women.

The findings indicated that social media use did not reduce mental health levels among the sample. It could also help alleviate some psychological difficulties among individuals experiencing anxiety and depression because platforms such as Facebook and Twitter may promote connectedness and social integration.

For individuals who face barriers to communication and social interaction, particularly those experiencing depression, these platforms may strengthen connectedness and social integration. They may also increase self-esteem, reduce loneliness, and support improved outcomes in addressing depression, anxiety, suicidal behavior, and other mental health concerns.

Greater online interaction may improve the mood of individuals experiencing psychological difficulties and strengthen emotional support. Although social media may sometimes cause fatigue, it can also provide meaningful psychological and emotional support.⁸

3.5. Study by Osama Hassan Jaber Abdel Razek (2020)

The study, titled “Social Media Addiction and Its Relationship to Feelings of Loneliness and Social Anxiety Traits among University Students,” examined the relationship between social media addiction, loneliness, and social anxiety traits among 118 male and female students at Najran University. It also investigated gender differences in these variables and assessed whether loneliness and social anxiety traits predicted social media addiction.

The findings indicated statistically significant gender differences in social media addiction and social anxiety traits, with higher levels among female students, but no statistically significant gender differences in loneliness. Higher loneliness was associated with greater addiction, which the study attributed to individuals’ use of the virtual world to compensate for limited social interaction and weak real-life relationships.

The study also found a statistically significant positive relationship between social media addiction and social anxiety traits. As social anxiety increased, social media use and addiction also increased. The authors attributed this relationship to the tendency of socially anxious individuals to avoid direct

⁷ Iman Awad Fayoud, “The Relationship between Social Media Platforms and Rates of Depression and Anxiety among a Sample of Young People,” *Educational Technology and Digital Learning* 3, no. 6 (2022).

⁸ Ben Mustapha, “Impact of Social Media Use on Mental Health.”

interaction and replace it with virtual communication, where negative evaluation and social pressure may be less intense.

Loneliness was also a statistically significant predictor of social media addiction. Individuals who feel lonely may use social media intensively in search of acceptance, belonging, and the social interaction they lack in offline life.⁹

4. Methodological Procedures

This study employed a descriptive research design, which provides an objective and accurate quantitative and qualitative account of a phenomenon by collecting, classifying, and analyzing information about the research problem. It also describes the phenomenon, its dimensions, and its internal relationships in order to produce a precise scholarly account.¹⁰ To examine social media interaction and the relationship between communicative action and psychological impact, the study collected field data from Algerian adolescents using an attitude scale. The scale consisted of statements related to the phenomenon under investigation, and respondents indicated their level of agreement by selecting one of five weighted alternatives: strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1. This procedure enabled the researcher to obtain detailed information about the strength of respondents' attitudes and individual differences among them.¹¹

The study used convenience sampling, in which participants are selected from individuals who are readily encountered or available at a particular place and time without advance selection. For example, a researcher may select the first fifty students encountered in a university courtyard. This approach is straightforward and efficient.¹² Using this method, the study recruited 200 Algerian adolescents. An electronic questionnaire was distributed throughout June 2026, and respondents completed the attitude scale. The instrument was divided into five dimensions, each containing six statements, as follows:

Dimension One: Psychological Well-Being and Life Satisfaction and Their Relationship to Digital Interaction

- I feel happy when I receive positive engagement, such as likes or comments, on my posts.
- Interacting with my friends through social media helps improve my mood.
- I feel comfortable expressing my thoughts and feelings by posting on social media.
- I feel a sense of belonging when I participate in group conversations through social media.
- Others' engagement with my content gives me a sense of appreciation.
- I feel satisfied when I communicate with my friends through messages or comments.

Dimension Two: Anxiety and Stress and Their Relationship to Patterns of Interaction

- I feel anxious when my posts do not receive sufficient engagement.
- I feel tense while waiting for others' comments on what I post.
- I feel upset when I compare the number of likes I receive with the number received by others.

⁹ Osama Hassan Jaber Abdel Razek, "Social Media Addiction and Its Relationship to Psychological Loneliness and Social Anxiety Traits among University Students," *International Journal of Humanities and Social Sciences*, no. 14 (2020).

¹⁰ Ahmed Messaoudi, "Sampling in Descriptive Research," *Journal of Research in Sports and Social Sciences* 4, no. 8 (2023): 250.

¹¹ Thouqan Obeidat et al., *Scientific Research: Its Concept, Tools, and Methods*, 16th ed. (Amman, Jordan: Dar Al-Fikr for Publishing and Distribution, 2014), 189.

¹² Saleh bin Hamad Al-Assaf, *Introduction to Research in the Behavioral Sciences*, 2nd ed. (Saudi Arabia: Dar Al-Zahra for Publishing and Distribution, 2012), 154.

- I feel stressed after reading negative comments on my posts.
- I worry about what others think of my photographs or posts on social media.
- I feel pressured to maintain a positive image to my followers.

Dimension Three: Self-Esteem and Interaction Through Social Media

- My self-confidence increases when I receive positive engagement on my posts.
- I feel that I am an important person when others follow and interact with me.
- Positive comments affect my self-esteem.
- I feel satisfied with myself when others share my posts.
- My perception of myself is affected when I compare my content with that of others.
- My self-esteem decreases when my content does not receive attention from others.

Dimension Four: Feelings of Loneliness and Isolation Amid Digital Interaction

- I feel lonely despite communicating continuously with others through social media.
- My interaction is often limited to browsing without active participation.
- I feel that my interactions through social media are superficial and lack depth.
- I feel isolated when I see others interacting with one another more than they interact with me.
- Interaction through social media does not satisfy my need for face-to-face communication.
- I feel that I merely follow the lives of others without genuine participation.

Dimension Five: Social and Emotional Adjustment and Interaction Through Social Media

- Interaction through social media helps me form new friendships.
- I can express my opinion respectfully during discussions on social media.
- I can control my emotions when disagreements arise in comments.
- I feel comfortable interacting with others through messages and conversations.
- I acquire communication skills by participating in digital discussions.
- I can disregard negative comments without allowing them to affect my relationships.

The preceding statements demonstrate that the relationship between interaction on social media platforms and adolescents' mental health is neither linear nor unidirectional; rather, it is determined by the patterns of interaction practiced by the user. Active and supportive interaction contributes to enhancing psychological well-being, self-esteem, and social adjustment, whereas negative, comparative, or hostile interaction is associated with higher levels of anxiety and feelings of loneliness. Therefore, the study of mental health in the digital environment requires a shift from an approach centered on the quantity of use to one centered on the quality of interaction, which constitutes a more precise analytical framework for understanding adolescents' experiences in the Algerian context.

5. Data Tabulation and Analysis

Dimension One: Adolescents' Attitudes toward Psychological Well-Being and Life Satisfaction and Their Relationship to Digital Interaction

Table 1. I Feel Happy When I Receive Positive Engagement (Likes or Comments) on My Posts

Response Category	Frequency	Percentage
Strongly agree	67	33.5%
Agree	125	62.5%
Neutral	4	2%
Disagree	4	2%
Strongly disagree	0	0%
Total	200	100%

The results of the analysis show that the mean response score was 4.27, indicating a highly positive attitude toward the statement. This means that most adolescents experience increased happiness and psychological satisfaction when they receive positive engagement on their social media posts. This finding reflects a clear association between digital interaction and psychological support that reinforces feelings of social acceptance and belonging in the digital environment.

Table 2. Interacting with My Friends Through Social Media Helps Improve My Mood

Response Category	Frequency	Percentage
Strongly agree	67	33.5%
Agree	89	44.5%
Neutral	31	15.5%
Disagree	13	6.5%
Strongly disagree	0	0%
Total	200	100%

The results of the analysis show that the mean response score was 4.05, reflecting a positive attitude toward the statement. This suggests that interaction with friends through social media platforms contributes considerably to improving adolescents' moods. Such interaction provides a form of digital social support that enhances psychological comfort and emotional balance.

Table 3. I Feel Comfortable Expressing My Thoughts and Feelings by Posting on Social Media

Response Category	Frequency	Percentage
Strongly agree	22	11%
Agree	76	38%
Neutral	40	20%
Disagree	58	29%
Strongly disagree	4	2%
Total	200	100%

The results of the analysis show that the mean response score was 3.27, reflecting a neutral attitude toward the statement. This suggests that adolescents do not adopt a clear position regarding the use of social media platforms as spaces for expressing their thoughts and feelings. Their responses range from occasionally feeling comfortable to experiencing hesitation or reservation at other times, indicating variation in their degree of psychological openness to digital self-expression.

Table 4. I Feel a Sense of Belonging When I Participate in Group Conversations on Social Media

Response Category	Frequency	Percentage
Strongly agree	27	13.5%
Agree	71	35.5%
Neutral	62	31%
Disagree	27	13.5%
Strongly disagree	13	6.5%
Total	200	100%

The results of the analysis show that the mean response score was 3.36, indicating a neutral attitude toward experiencing a sense of belonging while participating in group conversations on social media platforms. This suggests that adolescents' sense of digital belonging is neither stable nor clearly

strong. Rather, it fluctuates between a sense of integration within virtual groups and neutrality or a lack of influence, reflecting variations in their experiences of digital social interaction.

Table 5. Others' Engagement with My Content Gives Me a Sense of Appreciation

Response Category	Frequency	Percentage
Strongly agree	49	24.5%
Agree	125	62.5%
Neutral	9	4.5%
Disagree	13	6.5%
Strongly disagree	4	2%
Total	200	100%

The results of the analysis show that the mean response score was 4.01, reflecting a positive attitude toward experiencing a sense of appreciation when receiving engagement from others on content posted through social media platforms. This indicates that digital engagement represents an important source of enhanced self-worth and social recognition among adolescents, as it contributes to supporting their self-image in the digital environment.

Table 6. I Feel Satisfied When I Communicate with My Friends Through Messages or Comments

Response Category	Frequency	Percentage
Strongly agree	36	18%
Agree	120	60%
Neutral	13	6.5%
Disagree	31	15.5%
Strongly disagree	0	0%
Total	200	100%

The results of the analysis show that the mean response score was 3.80, reflecting a positive attitude toward experiencing satisfaction when communicating with friends through messages or comments on social media platforms. This indicates that direct interaction among individuals in the digital environment contributes to strengthening feelings of psychological comfort and social support, thereby reflecting the role of virtual communication in supporting adolescents' social relationships. The results of the quantitative analysis of the first dimension, "Adolescents' Attitudes Toward Psychological Well-Being and Life Satisfaction and Their Relationship to Digital Interaction," indicate that the overall mean was 3.79, reflecting a positive attitude among Algerian adolescents toward interaction through social media platforms in terms of its effect on their psychological well-being.

The detailed findings show that the highest levels of agreement were recorded for the statements concerning feelings of happiness upon receiving positive engagement, with a mean of 4.27; feelings of appreciation resulting from others' engagement, with a mean of 4.01; and improved mood through interaction with friends, with a mean of 4.05. This indicates that digital interaction plays an important role in strengthening the positive dimensions associated with virtual social support, particularly social acceptance and immediate psychological reinforcement.

By contrast, the statements concerning the expression of emotions, with a mean of 3.27, and a sense of belonging within group conversations, with a mean of 3.36, reflected neutral attitudes. This suggests that adolescents do not rely heavily on the digital sphere as a primary means of profound

emotional expression or of developing a stable sense of social belonging. Rather, such use remains limited and varies among individuals.

The results also show that direct communication through messages or comments produces a positive level of satisfaction, with a mean of 3.80, reflecting the role of interpersonal interaction within social networks in enhancing psychological comfort and social support.

Thus, it may be concluded that interaction through social media platforms among Algerian adolescents primarily tends to enhance immediate psychological well-being, including happiness, improved mood, and a sense of appreciation, rather than serving as a space for profound emotional expression or the development of stable social belonging. This reflects the nature of digital interaction, which is based more on immediate and rapid reinforcement than on long-term psychological development.

Dimension Two: Anxiety and Stress and Their Relationship to Patterns of Interaction

Table 7. I Feel Anxious When I Do Not Receive Sufficient Engagement on My Posts

Response Category	Frequency	Percentage
Strongly agree	13	6.5%
Agree	22	11%
Neutral	68	34%
Disagree	93	46.5%
Strongly disagree	4	2%
Total	200	100%

The results of the analysis show that the mean response score was 2.74, reflecting a neutral attitude tending toward disagreement with feeling anxious when posts do not receive sufficient engagement on social media platforms. This indicates that most adolescents do not experience a high level of anxiety associated with insufficient digital engagement. Their responses were distributed primarily between disagreement and neutrality, suggesting that this factor does not constitute a major source of psychological pressure among the study sample.

Table 8. I Feel Tense While Waiting for Others' Comments on What I Post

Response Category	Frequency	Percentage
Strongly agree	4	2%
Agree	13	6.5%
Neutral	22	11%
Disagree	125	62.5%
Strongly disagree	36	18%
Total	200	100%

The results of the analysis show that the mean response score was 2.12, reflecting a low endorsement of feeling tense while waiting for others' comments on posts shared through social media platforms. This indicates that most adolescents do not experience psychological pressure or tension associated with digital responses, suggesting that interaction through these platforms does not constitute an immediate or persistent source of anxiety for them.

Table 9. I Feel Upset When I Compare the Number of Likes I Receive with the Number Received by Others

Response Category	Frequency	Percentage
Strongly agree	9	4.5%
Agree	18	9%
Neutral	27	13.5%
Disagree	92	46%
Strongly disagree	54	27%
Total	200	100%

The results of the analysis show that the mean response score was 2.18, reflecting a low endorsement of feeling upset when comparing the number of likes received on their posts with those received by others. This indicates that most adolescents are not substantially affected by digital social comparisons. Such comparisons do not represent a clear source of psychological pressure for them, suggesting a low level of social competitiveness associated with digital interaction within the study sample.

Table 10. I Feel Stressed After Reading Negative Comments on My Posts

Response Category	Frequency	Percentage
Strongly agree	9	4.5%
Agree	66	33%
Neutral	54	27%
Disagree	58	29%
Strongly disagree	13	6.5%
Total	200	100%

The results of the analysis show that the mean response score was 3.00, reflecting a neutral attitude toward feeling stressed after reading negative comments on posts shared through social media platforms. This indicates that the effect of negative comments on adolescents' psychological state is neither consistent nor pronounced. Rather, responses range between being affected and unaffected, reflecting variation in psychological sensitivity to negative interaction in the digital environment.

Table 11. I Worry About What Others Think of My Photographs or Posts on Social Media

Response Category	Frequency	Percentage
Strongly agree	9	4.5%
Agree	36	18%
Neutral	31	15.5%
Disagree	88	44%
Strongly disagree	36	18%
Total	200	100%

The results of the analysis show that the mean response score was 2.47, reflecting a low endorsement of worry about others' opinions of photographs or posts shared on social media platforms. This indicates that most adolescents do not attach considerable importance to others' evaluations of their digital content, suggesting a low level of psychological susceptibility to social judgment in the digital environment.

Table 12. I Feel Pressured to Maintain a Positive Image to My Followers

Response Category	Frequency	Percentage
Strongly agree	13	6.5%
Agree	31	15.5%
Neutral	49	24.5%
Disagree	76	38%
Strongly disagree	31	15.5%
Total	200	100%

The results of the analysis show that the mean response score was 2.60, reflecting a neutral attitude tending toward disagreement with feeling pressured to maintain a positive image to followers on social media platforms. This indicates that most adolescents do not experience strong or persistent psychological pressure associated with presenting an idealized image of themselves in the digital environment, suggesting a degree of relative freedom from digital social expectations.

The results of the quantitative analysis of the second dimension, concerning anxiety and stress and their relationship to patterns of interaction through social media platforms, show that the overall mean was 2.52, reflecting a low endorsement among respondents of anxiety and stress symptoms associated with digital interaction. This finding indicates that the Algerian adolescents in the study sample do not experience high levels of psychological pressure resulting from interaction in the digital environment, whether related to insufficient engagement, waiting for others' comments, or social comparison based on the number of likes received.

The detailed findings show that most statements recorded low or moderate levels tending toward disagreement, as the respondents' answers generally ranged between disagreement and neutrality. This indicates the absence of a strong and persistent sense of stress associated with the use of social media platforms. The results also show that social comparison and pressure resulting from digital evaluation do not constitute a clear source of anxiety for most respondents. Only moderate indicators appeared in relation to specific situations, such as exposure to negative comments or pressure to maintain a positive image, but these did not rise to the level of a strong psychological effect.

For this reason, it may be concluded that patterns of interaction through social media platforms do not constitute a primary source of anxiety or psychological stress among adolescents. Rather, they are experienced within the context of ordinary digital use characterized by a degree of psychological balance and adaptation to the digital environment. This reflects the limited effect of negative digital interactions on the overall psychological stability of the study sample, in comparison with certain theoretical studies suggesting heightened anxiety associated with social media use.

Dimension Three: Self-Esteem and Interaction Through Social Media

Table 13. My Self-Confidence Increases When I Receive Positive Engagement on My Posts

Response Category	Frequency	Percentage
Strongly agree	44	22%
Agree	90	45%
Neutral	44	22%
Disagree	13	6.5%
Strongly disagree	9	4.5%
Total	200	100%

The results of the analysis show that the mean response score was 3.73, reflecting a positive attitude toward the effect of positive interaction on social media platforms in strengthening adolescents' self-confidence. This indicates that digital interaction, particularly in the form of likes and positive comments, contributes to supporting individuals' self-image and enhancing their sense of social competence and acceptance in the digital environment.

Table 14. I Feel That I Am an Important Person When Others Follow and Interact with Me

Response Category	Frequency	Percentage
Strongly agree	22	11%
Agree	89	44.5%
Neutral	40	20%
Disagree	40	20%
Strongly disagree	9	4.5%
Total	200	100%

The results of the analysis show that the mean response score was 3.38, reflecting a neutral attitude tending toward agreement with feeling personally important when being followed and receiving interaction through social media platforms. This indicates that adolescents' sense of digital social value is not uniformly strong but fluctuates between feelings of importance in certain situations and neutrality in others, reflecting variation in the effect of digital interaction on the construction of self-identity.

Table 15. Positive Comments Affect My Self-Esteem

Response Category	Frequency	Percentage
Strongly agree	27	13.5%
Agree	67	33.5%
Neutral	31	15.5%
Disagree	44	22%
Strongly disagree	31	15.5%
Total	200	100%

The results of the analysis show that the mean response score was 3.08, reflecting a neutral attitude toward the effect of positive comments on adolescents' self-esteem. This indicates that positive comments on social media platforms do not constitute a decisive or direct factor in strongly shaping self-esteem. Rather, their influence ranges between partial acceptance and a lack of effect, reflecting differences in individuals' sensitivity to digital interaction.

Table 16. I Feel Satisfied with Myself When Others Share My Posts

Response Category	Frequency	Percentage
Strongly agree	13	6.5%
Agree	93	46.5%
Neutral	45	22.5%
Disagree	36	18%
Strongly disagree	13	6.5%
Total	200	100%

The results of the analysis show that the mean response score was 3.29, reflecting a neutral attitude toward feeling satisfied with oneself when others share one's posts on social media platforms. This indicates that this form of interaction is not a direct or powerful factor in enhancing adolescents' self-

satisfaction. Rather, its effect remains moderate and varies among individuals, reflecting the inconsistent influence of digital interaction on the psychological construction of the self.

Table 17. My Perception of Myself Is Affected When I Compare My Content with That of Others

Response Category	Frequency	Percentage
Strongly agree	0	0%
Agree	22	11%
Neutral	40	20%
Disagree	80	40%
Strongly disagree	58	29%
Total	200	100%

The results of the analysis show that the mean response score was 2.13, reflecting a low endorsement of changes in self-perception resulting from comparisons between one's own content and that of others. This indicates that most adolescents are not substantially affected by digital social comparison, as such comparisons do not constitute a direct source of psychological pressure on their self-image. This suggests a degree of psychological independence in self-evaluation in the digital environment.

Table 18. My Self-Esteem Decreases When My Content Does Not Receive Attention from Others

Response Category	Frequency	Percentage
Strongly agree	9	4.5%
Agree	13	6.5%
Neutral	36	18%
Disagree	80	40%
Strongly disagree	62	31%
Total	200	100%

The results of the analysis show that the mean response score was 2.14, reflecting a low endorsement of decreased self-esteem when posted content does not receive attention from others. This indicates that most adolescents do not strongly associate their self-worth with the number of interactions or the amount of digital attention they receive, suggesting that insufficient engagement has only a limited effect on their self-esteem and psychological stability.

The results of the quantitative analysis of the third dimension, "Self-Esteem and Interaction Through Social Media Platforms," show that the overall mean was 2.96, reflecting a neutral attitude among the respondents toward the influence of digital interaction on the development of self-esteem. This finding indicates that Algerian adolescents do not rely strongly or directly on social media interaction as a fundamental factor in determining their self-worth or enhancing their psychological self-image. Rather, this influence appears partial and varies among individuals.

The detailed findings indicate that certain forms of digital interaction, particularly positive engagement such as likes and comments, contribute to a limited extent to strengthening self-confidence and positive self-perception, as some statements recorded relatively positive attitudes. By contrast, other statements concerning feelings of importance, self-satisfaction, and the influence of positive comments produced moderate scores tending toward neutrality, indicating that this form of interaction does not constitute a decisive factor in shaping self-esteem.

The findings also show that social comparison and limited engagement do not clearly result in diminished self-esteem among adolescents, as negative or weak attitudes emerged in this regard. This reflects a degree of psychological independence and a lack of complete reliance on digital interaction in self-evaluation.

Thus, it may be concluded that the influence of social media on self-esteem among Algerian adolescents is limited and inconsistent. It combines certain partial positive effects associated with interaction with the absence of a strong or decisive influence on the construction of self-image, reflecting a state of relative psychological balance in the relationship between digital interaction and self-esteem.

Dimension Four: Feelings of Loneliness and Isolation Amid Digital Interaction

Table 19. I Feel Lonely Despite My Continuous Communication with Others Through Social Media

Response Category	Frequency	Percentage
Strongly agree	18	9%
Agree	54	27%
Neutral	36	18%
Disagree	70	35%
Strongly disagree	22	11%
Total	200	100%

The results of the analysis show that the mean response score was 2.88, reflecting a neutral attitude toward feeling lonely despite continuous communication through social media platforms. This indicates that adolescents do not experience a strong or persistent sense of digital loneliness, as their responses vary between experiencing loneliness in certain situations and not experiencing it in others. This reflects the absence of a clear direct relationship between virtual communication and feelings of isolation.

Table 20. My Interaction Is Often Limited to Browsing Without Active Participation

Response Category	Frequency	Percentage
Strongly agree	40	20%
Agree	85	42.5%
Neutral	44	22%
Disagree	18	9%
Strongly disagree	13	6.5%
Total	200	100%

The results of the analysis show that the mean response score was 3.61, reflecting a positive attitude toward the statement that interaction through social media platforms is often limited to browsing without active participation. This indicates that most adolescents adopt a passive or consumption-oriented pattern of digital platform use rather than an active form of interaction, as they focus on following content without actively producing it or directly engaging with it.

Table 21. I Feel That My Interactions Through Social Media Are Superficial and Lack Depth

Response Category	Frequency	Percentage
Strongly agree	36	18%
Agree	88	44%

Neutral	27	13.5%
Disagree	40	20%
Strongly disagree	9	4.5%
Total	200	100%

The results of the analysis show that the mean response score was 3.51, reflecting a positive attitude toward the perception that interactions through social media platforms are superficial and lack depth. This indicates that most adolescents recognize that digital interaction is often rapid and superficial and lacks the depth of genuine human communication, reflecting a degree of awareness of the nature of virtual relationships.

Table 22. I Feel Isolated When I See Others Interacting with One Another More Than They Interact with Me

Response Category	Frequency	Percentage
Strongly agree	4	2%
Agree	18	9%
Neutral	22	11%
Disagree	112	56%
Strongly disagree	44	22%
Total	200	100%

The results of the analysis show that the mean response score was 2.13, indicating low endorsement of feeling isolated when comparing one's level of social interaction with that of others on social media platforms. This indicates that most adolescents do not experience a strong sense of digital social isolation, even when they observe that others receive more interaction than they do. This suggests a degree of psychological stability and limited sensitivity to social comparison in the digital environment.

Table 23. Interaction Through Social Media Does Not Satisfy My Need for Face-to-Face Communication

Response Category	Frequency	Percentage
Strongly agree	40	20%
Agree	70	35%
Neutral	36	18%
Disagree	54	27%
Strongly disagree	0	0%
Total	200	100%

The results of the analysis show that the mean response score was 3.48, reflecting a positive attitude toward the inability of interaction through social media platforms to satisfy the need for face-to-face communication. This indicates that most adolescents recognize a clear distinction between digital interaction and direct communication, as the virtual sphere cannot fully replace real-life relationships. This reflects an awareness of the importance of direct social communication in building human relationships.

Table 24. I Feel That I Merely Follow the Lives of Others Without Genuine Participation

Response Category	Frequency	Percentage
Strongly agree	9	4.5%

Agree	40	20%
Neutral	49	24.5%
Disagree	80	40%
Strongly disagree	22	11%
Total	200	100%

The results of the analysis show that the mean response score was 2.67, reflecting a neutral attitude toward feeling that they merely follow the lives of others without actively participating through social media platforms. This indicates that this feeling is neither strong nor consistent among most adolescents. Rather, responses range between a partial sense of nonparticipation and active involvement and the rejection of such a feeling, reflecting variation in the nature of digital interaction among the respondents.

The quantitative analysis of the fourth dimension, “Feelings of Loneliness and Isolation amid Digital Interaction,” produced an overall mean of 3.05, indicating a neutral response pattern toward social isolation in the digital communication environment. Algerian adolescents therefore did not report a strong or persistent sense of loneliness resulting from social media use. Instead, responses varied between occasional feelings of loneliness and the absence of such feelings.

The detailed findings show that the use of social media platforms is predominantly consumption-oriented or browsing-based rather than actively interactive, as many adolescents tend to follow others’ content without active participation. This reflects a relatively superficial pattern of digital use. Nevertheless, this pattern of use was not strongly reflected in feelings of social isolation, as the findings showed that loneliness and the passive observation of others’ lives were not pronounced among most respondents.

The findings also indicate that adolescents are aware of the limitations of digital interaction, particularly the superficial nature of relationships through social platforms, while clearly recognizing the importance of face-to-face communication and the inability of virtual interaction to replace direct social relationships. Despite this awareness, it was not associated with high levels of isolation, reflecting a degree of psychological balance in dealing with the digital environment.

Hence, it may be concluded that interaction through social media platforms does not constitute a direct factor in generating feelings of loneliness or isolation among adolescents. Rather, it is experienced within a relatively balanced digital social framework that combines consumption-oriented use with the ability to maintain relative psychological stability among the study sample.

Dimension Five: Social and Emotional Adjustment and Interaction Through Social Media

Table 25. Interaction Through Social Media Helps Me Form New Friendships

Response Category	Frequency	Percentage
Strongly agree	22	11%
Agree	107	53.5%
Neutral	36	18%
Disagree	31	15.5%
Strongly disagree	4	2%
Total	200	100%

The results of the analysis show that the mean response score was 3.56, reflecting a positive attitude toward the role of interaction through social media platforms in forming new friendships. This indicates that Algerian adolescents regard the digital sphere as an effective means of expanding their

social networks, as it facilitates communication with new people and the formation of new social ties beyond traditional social circles.

Table 26. I Can Express My Opinion Respectfully During Discussions on Social Media

Response Category	Frequency	Percentage
Strongly agree	72	36%
Agree	93	46.5%
Neutral	22	11%
Disagree	9	4.5%
Strongly disagree	4	2%
Total	200	100%

The results of the analysis show that the mean response score was 4.10, reflecting a strongly positive attitude toward the ability to express opinions respectfully during discussions on social media platforms. This indicates that adolescents possess a good level of positive digital communication, as they are able to interact and engage in discussions respectfully and in a balanced manner in the digital environment, reflecting relatively well-developed digital social skills.

Table 27. I Can Control My Emotions When Disagreements Arise in Comments

Response Category	Frequency	Percentage
Strongly agree	44	22%
Agree	120	60%
Neutral	18	9%
Disagree	18	9%
Strongly disagree	0	0%
Total	200	100%

The results of the analysis show that the mean response score was 3.95, reflecting a positive attitude toward the ability to control emotions when disagreements arise in comments on social media platforms. This indicates that adolescents possess a good degree of self-control and emotional regulation during digital interactions, suggesting an acceptable level of emotional maturity within the virtual environment.

Table 28. I Feel Comfortable Interacting with Others Through Messages and Conversations

Response Category	Frequency	Percentage
Strongly agree	9	4.5%
Agree	111	55.5%
Neutral	44	22%
Disagree	36	18%
Strongly disagree	0	0%
Total	200	100%

The results of the analysis show that the mean response score was 3.47, reflecting a positive attitude toward feeling comfortable while interacting with others through messages and conversations on social media platforms. This indicates that adolescents find digital interaction to be a comfortable space for social communication, thereby contributing to a greater sense of ease and openness in virtual relationships.

Table 29. I Develop Communication Skills Through My Participation in Digital Discussions

Response Category	Frequency	Percentage
Strongly agree	31	15.5%
Agree	120	60%
Neutral	31	15.5%
Disagree	18	9%
Strongly disagree	0	0%
Total	200	100%

The results of the analysis show that the mean response score was 3.82, reflecting a positive attitude toward acquiring communication skills through participation in digital discussions on social media platforms. This indicates that adolescents benefit from the digital sphere as a means of developing their communicative and social skills, reflecting the positive educational and interactive role of these platforms.

Table 30. I Can Disregard Negative Comments Without Allowing Them to Affect My Relationships

Response Category	Frequency	Percentage
Strongly agree	99	49.5%
Agree	92	46%
Neutral	9	4.5%
Disagree	0	0%
Strongly disagree	0	0%
Total	200	100%

The results of the analysis show that the mean response score was 4.45, reflecting a highly positive attitude toward the ability to disregard negative comments without allowing them to affect adolescents' social relationships. This indicates that the respondents possess a high level of psychological resilience and emotional regulation in the digital environment, enabling them to preserve the stability of their social relationships despite potential negative interactions.

The results of the quantitative analysis of the fifth dimension, "Social and Emotional Adjustment and Interaction Through Social Media," show that the overall mean was 3.89, reflecting a positive attitude among the respondents toward the role of digital interaction in enhancing social and emotional adjustment. This finding indicates that Algerian adolescents benefit from social media platforms in developing their social relationships and improving their communicative and emotional skills in the digital environment.

The detailed findings show that interaction through social media clearly contributes to expanding social networks through the formation of new friendships. It also helps improve the ability to express opinions respectfully during digital discussions, reflecting the respondents' possession of positive digital communication skills. The findings further demonstrated a good ability to control emotions during disagreements, in addition to a sense of comfort while interacting through messages and conversations, indicating a good level of emotional adaptation within the digital environment.

In addition, the findings showed that the respondents possess psychological resilience in dealing with negative comments, as they were able to disregard them without allowing them to affect their social relationships. This reflects a high degree of emotional maturity and social stability in the digital environment. In general, these findings confirm that interaction through social media platforms is not

limited to superficial communication but extends to positive dimensions related to supporting social relationships and developing adolescents' emotional skills.

Thus, it may be concluded that interaction through social media plays an important positive role in enhancing social and emotional adjustment among Algerian adolescents by supporting communication skills, expanding social relationships, and developing the ability to regulate emotions in the digital environment.

6. Study Findings

6.1. General Findings

A comparison of the five dimensions shows that the mental health of Algerian adolescents in the context of social media use does not take a single, fixed form. Instead, it includes both positive and neutral dimensions, indicating relative psychological balance rather than widespread disturbance or pressure.

The psychological well-being dimension recorded a positive mean of 3.79. Digital interaction therefore appears to strengthen some components of mental health, including happiness, improved mood, and feelings of appreciation. These outcomes may be described as forms of immediate digital psychological support.

The anxiety and stress dimension recorded a low mean of 2.52, indicating that adolescents did not report high levels of psychological pressure associated with digital interaction. This finding suggests relative psychological stability and limited emotional dependence on online engagement.

The self-esteem dimension produced a neutral mean of 2.96. Adolescents' self-evaluation therefore does not appear to depend entirely on digital interaction; instead, it is influenced only partially, without digital engagement becoming decisive in shaping self-image.

The loneliness and isolation dimension also produced a neutral mean of 3.05. Social media interaction therefore did not directly generate psychological isolation but instead reflected a degree of balance between virtual communication and offline relationships, helping preserve relative psychosocial stability.

The social and emotional adjustment dimension recorded the highest mean, 3.89. This result indicates a strong positive role for social media in supporting psychosocial well-being by strengthening communication skills, emotional regulation, and social relationships.

6.2. Findings in Light of Previous Studies

The present study shows that the relationship between social media interaction and the mental health of Algerian adolescents cannot be understood in a single direction, either as an entirely negative relationship based on anxiety and isolation or as an entirely positive relationship based on support and adjustment. The findings were distributed across positive and neutral dimensions, indicating relative psychological balance. Psychological well-being recorded a positive mean of 3.79, and social and emotional adjustment recorded the highest mean, 3.89. Anxiety and stress recorded a low mean of 2.52, while self-esteem and loneliness and isolation remained neutral. Digital interaction among Algerian adolescents therefore does not necessarily lead to evident psychological disturbance and may support dimensions related to mood, appreciation, communication, and belonging.

Compared with the 2025 study by Khayra Daoudi and Marwa Ghediri, which identified psychological and social problems associated with social media use, including anxiety, social isolation, loneliness, sleep disorders, and bullying, the present findings show a partial difference. The current study did not record high anxiety or stress and did not indicate that social media interaction directly produced

loneliness or psychological isolation. This difference may result from the earlier study's emphasis on negative effects and the risks associated with excessive or poorly regulated use, whereas the present sample appeared to maintain a degree of balance between virtual communication and offline relationships. Both studies nevertheless agree that social media has become influential in psychological and social life and that its effects must be understood in relation to patterns of use and levels of digital awareness.

The 2023 study by Mohamed El-Taher Taabli and Nadia Ghilassi found no relationship between social media addiction among Algerian university students and mental health disorders, particularly anxiety and depression. This result is broadly consistent with the present study, especially the low mean of 2.52 for anxiety and stress. The studies differ, however, in their samples. Taabli and Ghilassi focused on university students identified as addicted to social media, whereas the present study examined Algerian adolescents more generally. The present findings therefore relate more directly to ordinary or moderate social media use than to addictive use alone.

The present findings also intersect with Iman Awad Fayoud's 2022 study, which identified an association between intensive social media use and higher depression rates but did not find a significant relationship with anxiety. Both studies suggest that anxiety is not an inevitable consequence of social media use. The present study differs, however, because it did not reveal a prominent negative psychological effect and instead found positive indicators of psychological well-being and social and emotional adjustment. This difference may reflect the earlier study's focus on intensive use, escapism, and celebrity imitation, whereas the present study examined digital interaction as a communicative and social practice that may provide support, integration, and improved mood.

The present findings are clearly consistent with Abdelkrim Ben Mustapha's 2019 study on social media use and the mental health of Algerian youth. That study found that social media use does not necessarily diminish mental health and may alleviate some psychological problems, promote connectedness and social integration, improve mood, and provide emotional support. These conclusions correspond to the positive psychological well-being dimension and to the social and emotional adjustment dimension, which recorded the highest mean in the present study. Both studies suggest that social media may serve supportive psychological and social functions when used for communication, self-expression, and the expansion of social relationships. The present study is more cautious, however, regarding self-esteem and loneliness, which remained neutral and therefore appear to be only partially and inconsistently affected.

Osama Hassan Jaber Abdel Razek's 2020 study found positive relationships between social media addiction, loneliness, and social anxiety traits. It suggested that individuals with higher loneliness or social anxiety may turn more intensively to the virtual world in search of acceptance and belonging. The present study produced different results: loneliness and isolation remained neutral, with a mean of 3.05, and anxiety and stress were not elevated. This difference may reflect Abdel Razek's focus on addiction as excessive and imbalanced use, whereas the present study examined social media interaction in general. Negative psychological effects may therefore be more closely associated with the pattern, duration, and motivation of use, particularly when social media becomes a substitute for offline relationships, than with use itself.

The present study therefore occupies a middle position between research emphasizing the negative effects of social media and research highlighting its supportive psychological and social functions.

Social media did not emerge as a direct source of anxiety or isolation among Algerian adolescents, nor as a decisive factor in self-esteem. It did, however, play a clearly positive role in psychological well-being and social and emotional adjustment. The impact of digital interaction thus depends on the nature and context of use. Communicative and interactive use that remains integrated with offline life may support psychosocial well-being, whereas excessive, compensatory, or addictive use may be associated with anxiety, loneliness, and psychological isolation.

The relationship between social media and the mental health of Algerian adolescents is therefore complex rather than linear. Social media cannot be characterized as entirely negative or entirely positive because its influence varies across psychological dimensions. Digital interaction may provide immediate psychological support and a sense of social integration, but it cannot independently establish stable self-esteem or eliminate loneliness. This conclusion underscores the importance of responsible platform use and digital education so that social media can function as a space that supports communication, balance, and mental health rather than psychological pressure.

Conclusion

On the basis of the preceding findings, the mental health of Algerian adolescents in the context of social media interaction may be characterized as complex and relatively balanced:

- Certain aspects of mental health, including psychological well-being and social and emotional adjustment, are strengthened.
- Other aspects, including self-esteem and loneliness, remain neutral and show no decisive effect.
- Anxiety and stress remain relatively low, indicating limited psychological pressure associated with digital interaction.

Social media therefore cannot be regarded as a directly negative influence on mental health. Instead, it has a dual effect, combining psychosocial support with limited or neutral effects on certain psychological dimensions. The findings consequently indicate a relatively balanced state of digital mental health among the adolescents in the study sample.

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