

Adolescents' Exposure to Videos on Social Media Networks and the Gratifications Achieved by Tenth-Grade Students in Schools of Nablus Governorate

Farid Abudheir^{1,*} & Sudqi Mousa²

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Abstract: Objectives: The current study aimed to identify the extent of adolescents' exposure to videos on social media networks and the gratifications achieved by tenth-grade students in schools of Nablus Governorate. **Methodology:** The study followed a descriptive methodology and used a questionnaire as a tool to collect data from a sample of (283) male and female students from tenth grade in selected schools. **Results:** The study found that the majority of respondents watch videos on social media platforms daily, with a rate of (71%). The most used platform by the respondents was "YouTube," with a usage rate of 82%. The most preferred topics by adolescents were related to Palestinian affairs, with an average score of (2.43) and a high rating. The main motivator for adolescents to watch videos on social media was the ease of use, with an average score of (2.69) and a high rating. The most common behavior while watching videos was eating and drinking, with a relative weight of (74%), followed by focusing on what was being watched, with a relative weight of (72%). **Conclusions:** The study showed that the most significant gratification students gained from watching videos was increasing their knowledge of current events, with an average score of (2.52) and a high rating, followed by learning information useful in their lives, with an average score of (2.49) and a high rating. Other gratifications included entertainment and feelings of happiness, with an average score of (2.47) and a high rating, as well as passing time and relieving boredom, with an average score of (2.46) and a high rating. "Most teenagers expressed the need for awareness about the risks of videos shared on social media platforms. This opinion received the highest average score of (2.52), indicating a high level of agreement. It was found that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the averages of teenagers' exposure to social media videos and the fulfillment of gratifications based on variables such as grade average, place of residence, and gender. **Recommendations:** Based on the study's findings, several recommendations were proposed, most notably encouraging teenagers to engage in physical and social activities that help balance real life and the virtual world, as well as incorporating media and technology education into school curricula."

Keywords: Adolescents, Social Media Networks, Videos, Gratifications, Viewing, Exposure, Schools, Palestine, Media, Media Literacy, adolescents.

تعرض المراهقين للفيديوهات عبر شبكات التواصل الاجتماعي والاشباع المتحققة لطلبة الصف العاشر في مدارس محافظة نابلس

فريد أبوضهير^{1,*}، وصدقي موسى²

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المخلص: الهدف: تهدف الدراسة الحالية إلى التعرف على مدى تعرض المراهقين للفيديوهات عبر شبكات التواصل الاجتماعي والاشباع المتحققة لطلبة الصف العاشر في مدارس محافظة نابلس. **المنهج:** اتبعت الدراسة المنهج الوصفي. واستخدمت الاستبانة كأداة لجمع البيانات من عينة بلغت (283) طالباً وطالبة من طلبة الصف العاشر في المدارس التي تم اختيارها، وهي ذات أعلى عدد من الطلبة في الصف العاشر. **النتائج:** توصلت الدراسة إلى أن غالبية المبحوثين يشاهدون الفيديوهات عبر منصات التواصل الاجتماعي يومياً، بنسبة (71%). وأكثر المنصات استخداماً من قبل المبحوثين منصة "يوتيوب" بنسبة وصلت (82%)، وكانت أكثر المواضيع التي يفضل المراهقون مشاهدتها تلك المتعلقة بالشأن الفلسطيني بمتوسط حسابي بلغ (2.43) وبمعدل مرتفع. ومن أكثر المحفزات التي تدفع المراهقين لمشاهدة الفيديوهات عبر شبكات التواصل الاجتماعي سهولة الاستخدام بمتوسط حسابي بلغت (2.69) وبمعدل مرتفع. بينما كانت أكثر السلوكيات التي يقوم بها المراهقون أثناء المشاهدة تناول الطعام والشراب بوزن نسبي (74%)، تلاها التركيز على ما يتم مشاهدته بوزن نسبي (72%). **الاستنتاجات:** تبين أن أكثر الاشباع التي يحصل عليها الطلبة من مشاهدة الفيديوهات زيادة معرفتهم بالأحداث الجارية بمتوسط حسابي بلغ (2.52) وبمعدل مرتفع، ثم تعرفهم على معلومات أفادتهم في حياتهم بمتوسط حسابي (2.49) وبمعدل مرتفع، تلاها اشباع الحصول على التسلية والشعور بالسعادة بمتوسط حسابي (2.47) وبمعدل مرتفع، ثم اشباع اشغال وقت الفراغ والتخلص من الملل بمتوسط حسابي (2.46) وبمعدل مرتفع. ورأى معظم المراهقين ضرورة أن يكون هناك توعية بمخاطر ما يبيت من فيديوهات عبر شبكات التواصل الاجتماعي، وحصل هذا الرأي على أعلى المتوسطات الحسابية وبلغ (2.52) وبمعدل مرتفع. وتبين أنه لا توجد فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha \leq 0.05$) بين متوسطات أنماط تعرض المراهقين للفيديوهات عبر شبكات التواصل الاجتماعي وتحقيق الإشباع تعزى إلى متغيرات: معدل العلامات، ومكان السكن، والنوع الاجتماعي. **التوصيات:** وعلى ضوء نتائج الدراسة تم طرح عدد من التوصيات والتي من أبرزها تشجيع المراهقين على الأنشطة البدنية والاجتماعية التي تساهم في التوازن بين الحياة الواقعية والعالم الافتراضي، وإدراج منهج التربية الإعلامية والتكنولوجية في المدارس.

الكلمات المفتاحية: المراهقون، شبكات التواصل الاجتماعي، الفيديو، الإشباع، المشاهد، التعرض، المدارس، فلسطين، الإعلام، التربية الإعلامية، المراهقون.

1 Department of Communication & Digital Media, Faculty of Business and Communication, An-Najah National University, Nablus, Palestine

* Corresponding author email: farid@najah.edu

2 Department of Arabic & Journalism, Arab American University, Jenin, Palestine. sodqi.mousa@aaup.edu

1 قسم الاتصال والإعلام الرقمي، كلية الأعمال والاتصال، جامعة النجاح الوطنية، نابلس، فلسطين
* الباحث المراسل: farid@najah.edu

2 قسم اللغة العربية والإعلام، الجامعة العربية الأمريكية، جنين، فلسطين،
sodqi.mousa@aaup.edu

Introduction

The past two decades have witnessed fundamental changes in the world of communication due to developments in internet usage, leading to a transition from traditional media to the boundless space of the internet. However, the real revolution, or what can be called the second wave following the emergence and spread of the internet, is represented by the invention of social networking sites. These sites have provided a means for every person on earth to communicate with others, opening up a wide field for individuals and institutions to disseminate various topics through diverse communication formats (visual, auditory, written). Social networking sites have created a qualitative leap, not only in the communication between individuals and groups but also in the outcomes and effects of this communication on political, social, cultural, or economic levels, whether these effects are cognitive, psychological, emotional, or behavioral (Nasr, 2020).

Visual materials are at the forefront of attracting audiences according to scholars' consensus, as they are distinguished from other types of written or auditory materials by features that make them appealing to the audience, including fewer communication units and elements of attraction such as colors, movement, and sound (in video), as well as ease of playback on mobile devices. The role of image culture is growing in our Arab societies due to rapid technological developments. Specialists believe we are living in an era of viewing and consumption culture, which has led to the prevalence of a popular culture represented by image culture at the expense of elite culture represented by word culture. Images transcend the barrier of illiteracy and reach everyone (Al-Bayati, 2014).

Today, children, including adolescents, have access to many media and possibilities that were not available to previous generations due to the technological revolution that has created many cultural and other media (Alnasraween & Saadah, 2018). A child, like adults, uses everything produced by human civilization, such as the internet and the social networking applications that followed, and the positive and negative effects resulting from this use (Abdul Rahman, 2015).

This study aims to examine adolescents' exposure to videos via social networking sites and the gratifications achieved for tenth-grade students in schools in the Nablus Governorate. The choice of adolescents was made due to the sensitivity and importance of this age period, as it is a formative stage in an individual's life and personality development. During this stage, adolescents are exposed to various influences, including media content and communication (Mansara, 2015).

Research has indicated a noteworthy correlation between intensive use of social media and its impact, including psychological distress, anxiety, and symptoms of depression among adolescents (Meghari, 2019). The harmful effects of social media can extend to severe outcomes such as suicidal thoughts and behaviors. There have been cases where excessive use of social media and prolonged time spent using mobile phones, coupled with exposure to harm from others online, have led to tragic results among adolescents (Arora, Arora, Hastings, 2024).

Regarding film content, videos play an important role in shaping social behaviors and attitudes outside educational contexts. They serve as powerful tools for transmitting culture and influencing societal norms and individual behaviors, but they may also expose adolescents to negative influences, such as risky behaviors portrayed in media. This

highlights the dual nature of video content in shaping adolescents' attitudes (Mohamadi, 2016).

Short Video Applications (SVA) have grown rapidly in recent years, becoming a powerful force in the world of social media, such as the TikTok app. These applications are characterized by their engaging content and interactive forms that meet the needs of users of all ages, especially adolescents. Adolescents represent a large segment of SVA users and play an active role in shaping the culture of these platforms. This rapid growth raises questions about the potential effects of these applications on adolescents' behavior and values (Xu, Gao, Wei, Liu, & Zhang, 2023).

Since this study addresses adolescents' exposure to videos via social networking sites and the gratifications achieved, there is an expected impact of adolescents' exposure to videos on social networking sites. To achieve the study's goal, the researchers selected tenth-grade students (aged 15-16 years) from a group of schools in the Nablus Governorate in Palestine, including male and female schools in the city, village, and refugee camp in the Nablus Governorate.

Problem statement

According to a statistic published by the Palestinian Central Bureau of Statistics in (2022), (84.2%) of Palestinian households with children aged (5-17) have access to the internet, with a rate of 89.7% in the West Bank. The primary purpose of children's internet use was found to be entertainment.

Another statistic from ipok (2022) indicated that (65.7%) of people in Palestine use social media, with Palestinian teenagers (aged 13-17) representing about (10%) of social media users. This highlights the importance of studying teenagers' use of social media and their exposure to video content, and the potential implications this may have.

Social media has become an integral part of teenagers' lives today, particularly with the widespread use of videos on these platforms. Previous studies have unanimously agreed that videos make up a large portion of social media content, and teenagers spend a considerable amount of time watching them. This raises the question of how exposure to such videos affects Palestinian teenagers, especially during the sensitive transition of adolescence.

These statistics emphasise previous studies, which indicate that teenagers' use of videos on social media has varied effects, ranging from positive to negative. These studies have shown that the motivations for using videos range from entertainment, social interaction, information-seeking, to self-expression (Abudheir, 2013). They have also pointed out that there is a relationship between video use and academic performance, mental health, and social behavior.

However, these findings may not necessarily apply to Palestinian teenagers, as cultural and social contexts differ between societies, which influences the nature and impact of teenagers' exposure to videos. Additionally, most previous studies have focused on Western countries, making it essential to conduct local studies to understand the unique experiences of Palestinian teenagers in their exposure to videos on social media and the gratifications they derive from it.

Research Questions

This study aims to answer the following questions:

1. To what extent are adolescents in the tenth grade in schools in Nablus Governorate exposed to videos through social media platforms?
2. What are the patterns and habits of exposure to videos on social media among adolescents in the tenth grade in schools in Nablus Governorate?

3. What social media platforms do adolescents use to watch videos?
4. What are the preferred topics that adolescents watch on social media?
5. What are the motivators for adolescents to use social media to watch videos?
6. What are the levels of interaction and behavior exhibited by adolescents during or after watching videos on social media?
7. What are the gratifications achieved by adolescents from using videos on social media?
8. What are the negative aspects of watching videos on social media from the perspective of adolescents?

Study Hypotheses

The current study tries to test the following hypothesis:

1. There are no statistically significant differences at the significance level ($\alpha \leq .05$) between the means of adolescents' video exposure patterns on social media and the gratifications achieved, attributed to the variable of gender.
2. There are no statistically significant differences at the significance level ($\alpha \leq .05$) between the means of adolescents' video exposure patterns on social media and the gratifications achieved, attributed to the variable of place of residence.
3. There are no statistically significant differences at the significance level ($\alpha \leq .05$) between the means of adolescents' video exposure patterns on social media and the gratifications achieved, attributed to the variable of grade average.

Study Objectives

This study aimed to identify:

1. The level of adolescents' habits in watching videos through social media.

2. The motivations behind adolescents' use of social media to watch videos.
3. The gratifications achieved from adolescents' use of videos on social media.
4. The level of interaction and behavior exhibited by adolescents during or after watching videos on social media.
5. The negative aspects of watching videos on social media from the perspective of adolescents.
6. The existence of statistically significant differences in exposure and patterns of adolescents' video watching on social media and the gratifications achieved based on variables such as gender, place of residence, and grade average.

Study significance

The researchers believe that this study is significant in the context of research that seeks to keep pace with developments in the field of communication and address the effects arising from the appeal of visual content (videos) in the lives of adolescents on social media. The importance of the study is outlined as follows:

Theoretical significance

- New Cognitive Contribution: The study contributes to expanding academic knowledge regarding adolescents' patterns of video consumption on social media, offering new insights into this growing behavior.
- Foundation for Future Research: The study serves as a cornerstone for further in-depth research in this area, aiding in a deeper understanding of the relationship between video use and the positive and negative changes affecting adolescents.
- Relative Modernity and Relevance: The study gains significant importance due to the relative novelty of the topic and its relevance in the Palestinian context, especially since there is a scarcity of studies addressing the

psychological, social, and educational effects of adolescents' exposure to videos on social media.

Practical significance

- Guidance for Educational Institutions: The study helps guide educational institutions in developing programs that aim to enhance media and information literacy skills among students, enabling them to use videos safely and responsibly.
- Content Development: The study encourages the production of media content targeted at adolescents, leveraging short video formats to deliver positive and educational messages.
- Policy Making: The findings of the study can provide valuable information to policymakers in developing policies related to adolescents' use of social media.
- Adolescent Protection: The study contributes to protecting adolescents from the negative impacts of video use, such as exposure to harmful content or psychological manipulation.

Study terminology

- Exposure: Refers to the access of media audiences to platforms such as newspapers, television, billboards, videos, games, and social networking sites, and the extent to which individuals encounter specific messages or categories of media content, and the nature of their interaction with diverse content, which ranges from news and political comedy to advertising, health, entertainment, etc. (De Vreese, Neijens, 2016).
- Exposure (Operationally): The process of adolescents interacting with the content they are exposed to, specifically videos on social media in this study. This interaction ranges from passive exposure to content (such as briefly encountering videos while browsing) to active and deep engagement with content

(such as searching for videos and repeatedly watching them).

- Adolescents: Those going through adolescence, the age period between childhood and adulthood, from (10 to 19) years old. This is a unique stage of human development where adolescents experience rapid physical, cognitive, and emotional growth. This affects how they feel, think, make decisions, and interact with the world around them (The World Health Organization, n.d.).

Operational Definition: In this study, adolescents are defined as tenth-grade students in schools in Nablus Governorate, aged (15-16). This age range is chosen due to its transitional nature between childhood and adulthood, where adolescents experience significant physical, psychological, and social changes impacting all aspects of their lives.

- Video: Refers to the recording or broadcasting of moving images. A video is a recorded image or film, or video equipment used by a television station to create news stories. The term can also refer to a film viewed on television or computer. Video was first used in (1935) as a counterpart to audio, which describes sound or music (Video, n.d.).
- Operational Definition: Videos are defined as any moving visual content interacted with by adolescents through smart devices and various social media platforms, regardless of type or original source.
- Social Networking Sites: Refers to a collection of websites on the internet that emerged with the second generation of the web, enabling communication between individuals in a virtual community. They gather people based on interest groups or affiliations (country, university, school, company, etc.) through direct communication services, such as sending

messages, viewing others' profiles, and accessing the information they make available

Operational Definition: Social networking sites in this study are defined as any digital platform that allows adolescents to create and share visual content and interact with others through this content, or view visual content created by others. This includes: Instagram, Twitter, Facebook, YouTube, TikTok, WhatsApp, Telegram, and Facebook Messenger.

Theoretical Framework of the Study

The researchers in this study used the Uses and Gratifications Theory, which is a research approach that analyzes the way audiences use media messages by selecting specific materials according to their interests and needs, and the gratifications resulting from this use (Arabic Language Academy, 2008).

The first studies in this field were published in the (1940s) and focused more on the entertainment aspect than on the political content of mass media. The fundamental assumption of the Uses and Gratifications Theory is that media audiences are active and not passive, exercising freedom in their media use. The theory assumes that media use has goal-oriented objectives, and that the audience uses media to satisfy specific needs. The recipient chooses a specific medium and content to satisfy these needs. These needs are determined according to the social environment, which includes elements such as age, gender, social status, psychological influences, cultural influences, group membership, and personal traits (Al-Dulaimi, 2016) (Al-Balnafiz et al., 2017).

The desired gratifications vary from person to person. Some individuals have a strong need for entertainment, others are interested in news, and there are adolescents living in social conditions that can affect the needs they seek to

fulfill. The recipient's needs determine the nature of media exposure (the extent and content of exposure). Media is considered one of the ways to meet the audience's needs, as the audience determines the media, they are exposed to in order to achieve the desired gratifications (Ismail, 2018, p. 80).

Individuals' motives may lead them to exposure to media to achieve gratification and meet needs. Individuals selectively expose themselves to media that they perceive as capable of satisfying the needs they feel, based on their previous experience with the characteristics of each medium, its content, and the social context in which the medium is used. These media often serve to connect with other social activities and relationships. What a person does while consuming the products or content of the medium reflects how they consume or use this medium (Al-Dulaimi, 2016).

It can be said that adolescents are exposed to social networks in various and diverse ways to meet their psychological and social needs, etc. They select the content they view selectively, using these platforms to communicate with friends, build their identity, and acquire information. Therefore, understanding adolescents' motives for using these platforms is crucial for developing effective awareness and guidance strategies.

Exposure motives can be divided into two types (Al-Dulaimi, 2016):

- Utilitarian motives: which aim at self-discovery, acquiring knowledge, information, experiences, and all forms of education in general.
- Ritualistic motives: which aim at passing time, relaxation, friendship, familiarity with the medium, and escaping problems.

The Uses and Gratifications model has been applied over many years in the context of research related to traditional media. However,

in the context of social networks and new media, some concepts have changed due to the different nature of the medium. Today, users are not only receivers and selectors to satisfy their needs but can also control and create content.

Currently, research interest based on the Uses and Gratifications model has shifted away from radio and television towards social networking sites that emerged as a result of significant advances in information and communication technology. Recent studies aim to learn more about the purposes of using social networking sites and the needs that the audience seeks to fulfill using these sites (Taşkıran, 2019).

Studies that adopted the Uses and Gratifications perspective to understand users' needs in the context of digital media have shown that these needs align with the needs of traditional media use and exposure. However, there are additional new needs related more to new media and its specifics, such as entertainment, interaction, social relationships, identity building, monitoring, fantasy, stimulation, and change (Hamdi et al., 2024).

Study limitations

Objective Boundaries: The study focused on adolescents' exposure to videos on social networking sites and the gratifications achieved. It specifically examined a sample of tenth-grade students from schools in Nablus Governorate.

Temporal Boundaries: The study was conducted from December (2022) to November (2023).

Spatial Boundaries: The study covered schools that teach tenth grade in the Nablus Governorate in the northern West Bank. The included schools are:

- Al-Islamiyya Secondary School for Boys
- Al-Aqrabaniyya Secondary Mixed School

- Beit Furik Secondary School for Girls
- Beta Secondary School for Boys
- Samir Saad al-Din Secondary School for Girls
- Talai' Al-Amal Secondary New Mixed School
- Qadri Touqan Secondary School for Boys

Human Boundaries: The study involved a sample of tenth-grade students from these schools in Nablus Governorate.

Previous Studies

Study (Shi, Ali & Chew, 2024): The study aimed to understand the gratification derived from interacting with short video clips: a comparison between TikTok use in the United States and China. This study provided a comprehensive analysis of TikTok usage in the U.S. and China, focusing on the motivations behind users' interactions with short video content using uses and gratifications theory. Results showed that Chinese users are more likely to use TikTok for social interaction and entertainment, while American users emphasize seeking information and self-expression. American users showed a greater preference for comedic and entertainment content, whereas Chinese users were more interested in educational and informative content. Chinese users were more active in content creation and sharing, while American users tended to be more passive consumers. Both American and Chinese users sought social interaction through TikTok, with American users more inclined towards entertainment and Chinese users more focused on information. In terms of self-expression, American users were more likely to seek and obtain self-expression through TikTok.

Study (Van de Castele, Soenens, Ponnet, Perneel, Flamant & Vansteenkiste, 2024): The study aimed to reveal the role of social media in determining adolescents' daily goals and the interaction between basic psychological needs

and screen time, based on self-determination theory. The study examined how screen time and basic psychological needs on social media relate to daily goal pursuit and emotional states of adolescents. A 7-day diary study was conducted, objectively monitoring screen time (i.e., duration and frequency) through a smartphone app. In two daily surveys, participants reported their basic psychological needs (i.e., satisfaction and frustration from needs for autonomy, competence, and relatedness) during social media use, goal conflicts (i.e., guilt, goal conflict, and reflection), and emotional states (i.e., positive and negative affect). Analysis of data from 107 adolescents (mean age = 15.28 years, SD = 1.66, range = 12-19; 53.3% female) revealed that daily frustrations from basic psychological needs on social media were associated with temporary increases in guilt, goal conflict, and negative affect. Conversely, when adolescents felt satisfied with their needs during social media time, they reported better emotional states. Screen time duration showed an interaction effect (i.e., main effect), but this effect diminished when adolescents experienced high satisfaction of needs during social media time (i.e., interaction effect). Some enduring effects were found, with need satisfaction on social media in the afternoon predicting reduced guilt, goal conflict, and need frustration on social media concerning high reflection in the evening. These results highlight the complex interaction between basic psychological needs on social media and screen time for achieving adolescents' daily goals and emotional well-being.

Study (Lareki, Fraga-Varela & Martínez-de-Morentin, 2024): The study aimed to understand how adolescents in Southern Europe (Spain, Italy, and Greece) use their mobile phones and social media unsafely and the risks they face as a result. Over (2500) students aged (10-17) were asked about their

online habits. The study found that many adolescents engage in risky online behaviors, such as arranging meetings with people they met online without adequate knowledge, sharing sensitive personal information online, and giving their passwords to others. Many adolescents believe these actions are not dangerous, which encourages them to engage in such behaviors, and the older the adolescent, the more likely they are to engage in risky online behaviors. The study recommended raising awareness among adolescents about the dangers of unsafe internet use, starting education on online safety at an early age before adolescents become more prone to risks, and creating a safe online environment for adolescents.

Study (Sulaiman, 2024): The study aimed to understand the mechanism of adolescents' use of social networks and examine its impact on their behavior in the absence of parental supervision through a field study of first-year secondary school students in Tel Salhab, Syria. The study employed a descriptive analytical method to describe and analyze the phenomenon with all its characteristics, and a social survey method. A purposive sample of (47) respondents from Tel Salhab, Syria, including male and female first-year secondary students, was selected, and the study tool was a questionnaire. The study found that all sample members use social networks through their mobile phones, making social network use easier and beyond family supervision. The number of hours the sample spent on social networks ranges between (3-7) hours or more daily, depending on each adolescent's social and psychological conditions. The study showed that the family plays a significant role in guiding adolescents in using social networks by consulting family members for help in situations encountered during social network use and listening to their advice on the risks of these networks.

Study (Thaher & Sibua, 2024): The study aimed to determine the intensity of increased TikTok use and the effect of need satisfaction and narcissistic tendencies among adolescents during the COVID-19 pandemic. This research is a type of quantitative research using a survey method with a psychological scale. The sample used a non-probability sampling method with a cross-sectional approach, with a sample size of 183 adolescent respondents. The results showed a concurrent effect of need satisfaction and tendencies towards narcissistic behavior on TikTok usage intensity among adolescents during COVID-19. Excessive viewing had a negative impact on mental health disorders such as apathy, where adolescents exhibit a sense of indifference towards their surroundings. Individuals with narcissistic tendencies believe they are superior to others, always seek attention, do not accept constructive criticism or suggestions from others, and have a self-centered nature that prevents them from having good personal relationships.

Study (Meiyan, Binchao, Zijin & Ziqi, 2022): The study aimed to understand the reasons behind adolescent addiction to short video apps on mobile phones. The researchers conducted an experimental study on factors contributing to adolescent addiction to short video apps, surveying 96 participants aged (15–25) years using a questionnaire, and performed cross-factor analysis of individual factors and SEM analysis of user-generated content factors. They found that male users are more addicted to the apps, with addiction varying by age, and long-term use by family members can also exacerbate adolescent addiction. Moreover, the theoretical model indicated that perceptions of user-generated content and boredom in daily life have a significant positive impact on addiction levels to short video apps, with daily life boredom playing an important mediating role between them.

Study (Hamer & Baaziz, 2021): The study aimed to reveal the nature of recreational uses of YouTube and its impact on academic achievement among a sample of adolescents in M'Sila state, especially with changes in video production and their impact on the individual's social life structure. The study used the survey method with a stratified purposive sample and employed a questionnaire tool on a sample of (193) individuals. The study found that entertainment and amusement usage ranked first, followed by scientific research in second place. Regarding content, comedy films and series ranked first, followed by music videos in second place. The researchers found that YouTube is the most popular site for watching videos.

Study (Abdul Aziz, 2020): The study aimed to investigate the relationship between terrorist event videos on YouTube and the level of social security among regular and disabled adolescents, and to identify the intensity of YouTube use among regular and disabled adolescents in following terrorist events, their usage motives, and the forms of interaction in which they participate. The study is descriptive, using the field media survey method, applied to a purposive sample of (300) regular and disabled adolescents (motor disabilities, deaf and hard of hearing) aged between (15-21) years in Cairo, Qalyubia, and Sharqia governorates, with equal representation according to gender (male, female), using a questionnaire to collect data, which included some scales. The main findings of the study include: statistically significant differences between regular and disabled adolescents in their YouTube usage rates favoring the disabled. Terrorist events ranked fifth among the most preferred YouTube video clips for regular adolescents from the total ranking of regular adolescents' viewing preferences. The results confirmed statistically significant differences between the sample adolescents in

following (the massacre of Central Security soldiers in Rafah - the storming of some police stations) favoring regular adolescents.

Study (Bucknell Bossen & Kottasz, 2020): This study sought to explore the uses and gratifications that pre-adolescent and adolescent consumers seek from TikTok. Self-administered questionnaires were sent to students from 60 schools in Denmark's five main administrative areas, employing a multistage cluster sample, where 7 schools agreed to participate in the research.

Data were analyzed using ANOVA and cluster analysis. Results showed that negative consumption behaviors were common among these age groups, with the primary gratification being entertainment and influence. Pre-adolescents were found to be more active and engaged with the app compared to adolescents. Based on adolescent psychology theories, the desire to expand their social networks through seeking fame, self-expression, and finding a new identity were major motivations behind their behaviors. The research highlighted that pre-adolescents interact more with TikTok and social media in general compared to adolescents, raising concerns about anxiety and increased social risks. The study emphasizes the importance of motivations such as seeking fame, self-expression, and social recognition in understanding TikTok users' gratifications during adolescence, confirming that these motivations are not necessarily unconscious as previous studies suggested.

Comments on the Previous Studies

Upon reviewing and comparing previous studies, several observations emerged. It became clear to researchers that the use of social media by teenagers is a complex phenomenon requiring further research. All the studies, including those by Abdul Aziz (2020), Bucknell Bossen & Kottasz (2020), Hymer & Baziz (2021), Meiyan, Binchao, Zijin, Ziqi

(2022), Shi, Ali, Chew (2024), Van de Castele, Soenens, Ponnet, Perneel, Flamant, & Vansteenkiste (2024), Suleiman (2024), and Thaher & Sibua (2024), confirmed the widespread use of social media among teenagers. Many studies, such as those by Meiyan, Binchao, Zijin, Ziqi (2022), and Van de Castele et al. (2024), indicated a link between social media use and increased levels of anxiety, depression, and loneliness in teenagers. Studies like those of Bucknell Bossen & Kottasz (2020) and Shi, Ali, & Chew (2024) showed that the motivations for using social media are diverse, including entertainment, social interaction, identity exploration, and a sense of belonging.

All the studies also warned of the potential risks associated with social media use, such as cyberbullying, addiction, and its impact on academic performance. For instance, the study by Lareki, Fraga-Varela, and Martínez-de-Morentin (2024) highlighted the dangers of engaging in unsafe online activities. Some studies, such as that by Abdul Aziz (2020), pointed to individual differences in how teenagers respond to social media, influenced by factors such as age, gender, and disability. Each previous study focused on a specific aspect of social media use, such as the impact of violent content (Abdul Aziz, 2020), motivations for using TikTok (Bucknell Bossen & Kottasz, 2020), or the relationship between usage and academic achievement (Hymer & Baziz, 2021).

Furthermore, the studies employed various research methods, including surveys, observation, and content analysis, and their samples varied in size, demographic characteristics, and nationality. It is important to note that the results of these studies may differ based on societal, cultural, and customary contexts.

Methodology and Procedures

Study Population and Sample

The study population comprised 10th-grade students in schools in Nablus Governorate, totaling (1,079) students according to the Ministry of Education statistics for the (2021/2022) academic year. The researchers adopted a voluntary sample consisted of (283) students from these schools. The sample size was determined using Robert Mason's formula. Schools in the governorate were divided into clusters, and schools with the highest number of 10th-grade students were selected, distributed between city and village schools, boys' and girls' schools, mixed schools, and public and private schools. The selected schools were as follows: Islamic Secondary School for Boys, Al-Aqrabaniya Secondary Mixed School, Beit Furik Secondary School for Girls, Beta Secondary School for Boys, Samir Saad al-Din Secondary School for Girls, Talai' al-Amal New Secondary Mixed School, and Qudri Touqan Secondary School for Boys. The questionnaire was distributed electronically to all 10th-grade students in these schools through each school's principal. Responses were collected on a voluntary basis. Table (1) illustrates the characteristics of the sample.

Table (1): Characteristics of the Study Sample According to Independent Study Variables.

Variable	Number	Percentage (%)
School Name		
Islamic Secondary School for Boys	32	11%
Al-Aqrabaniya Mixed Secondary School	6	2%
Beit Furik Secondary School for Girls	40	14%
Beta Secondary School for Boys	23	8%
Samir Saad Eddin Secondary School for Girls	51	18%
Talaat Al-Amal New Mixed Secondary School	67	24%

Variable	Number	Percentage (%)
Qadri Toukhan Secondary School for Boys	64	23%
Gender		
Male	120	42%
Female	163	58%
School Type		
Boys	117	41%
Girls	160	57%
Mixed	6	2%
Residence		
Village	93	33%
City	161	57%
Refugee Camp	29	10%
Ninth Grade Student Grades		
Excellent	131	46.29%
Very Good	102	36.04%
Good	41	14.52%
Acceptable	9	3.18%
Total	283	100%

The study sample from the New Talae' Al-Amal Secondary Mixed School was the largest, comprising (67) participants (24%), while the smallest portion came from the Aqrabaniya Mixed School, with 6 respondents (2%). The study sample included (58%) females, with (163) female students. Among these, (160) female students were from girls' schools, representing (57%) of the total sample. Additionally, (57%) of the participants (161 students) were city residents, while (33%) (93 students) lived in villages. Regarding academic performance, (46.29%) of the students had excellent grades.

Data and Study Methodology

Data Indicated in Table:(1)

- The sample from Talai' al-Amal New Secondary Mixed School was 67 students, representing 24%, the highest percentage.
- The sample from Al-Aqrabaniya Mixed School was 2%, with only 6 respondents, the lowest percentage.
- The percentage of female respondents was 58%, totaling 163 students.

- The number of female respondents from girls' schools was 160, representing 57% of the sample.
- The percentage of city residents in the sample was 57%, totaling 161 students.
- The percentage of village residents in the sample was 33%, totaling 93 students.
- Regarding academic achievement, 46.29% of the students had an "Excellent" grade.

Study Methodology

The study utilized a descriptive approach, suitable for its nature. This approach involves systematic data collection about a specific group to gather quantitative data that can be analyzed. It is used to study phenomena or research problems in their current state, as an organized scientific effort to obtain data, information, and descriptions about the phenomenon (Hamdi & Sattoukh, 2019).

The descriptive method aims to describe and interpret current phenomena and analyze the factors and variables contributing to their presence and development (Gharaibeh et al., 2002). This method aligns with the nature of the study, which seeks to understand the impact of adolescents' exposure to videos on social media and to guide this use to achieve beneficial outcomes.

Study instrument

The study employed a questionnaire as its tool. It is a means of collecting data related to a specific study topic by preparing a form filled out by a representative sample of individuals. The person filling out the form is referred to as the respondent (Hamdi & Sattoukh, 2019).

The study tool consisted of (103) items, divided into (9) sections, in addition to

independent variables. To achieve the research objectives, and after reviewing educational literature and previous studies, as well as several scales related to adolescents' exposure to videos on social media and the resulting satisfactions, the tool was based on scales used in studies by Abdul Aziz (2020), Hamer & Bazziz (2021), and Lareki, Fraga-Varela, Martínez-de-Morentin (2024). The scale was then adapted to fit the Palestinian context.

Validity

1. Face Validity: The tool was reviewed by five university professors with expertise in the field to provide feedback on the questionnaire's construction, content, and effectiveness for the target group. Based on their feedback, some questions were modified or clarified as needed. Adjustments included shortening the questionnaire, removing or modifying items, adding new items, or merging similar and repetitive items without affecting the integrity of the questionnaire.
2. Construct Validity (Psychometric Properties): To test the psychometric properties of the study tool, it was administered to a pilot sample of (30), 10th-grade students from Nablus Governorate schools. This pilot testing aimed to refine the questionnaire, ensure accuracy, assess respondents' understanding of the items, identify any issues during the study, and evaluate the tool's applicability. Correlation coefficients between items and the total score for each domain, as well as the correlation of each domain with the total score of the tool, were calculated, as shown in Table.(2)

Table (2): Correlation Coefficients for the Items of the Instrument with the Total Score of Their Respective Domain and Correlation of Each Domain with the Total Score of the Instrument (N=30).

Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient
1	0.84	27	0.88	53	0.85	79	0.86
2	0.85	28	0.90	54	0.84	80	0.89
3	0.87	29	0.89	55	0.84	81	0.89

Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient
4	0.87	30	0.87	56	0.85	82	0.89
5	0.88	31	0.90	57	0.88	83	0.87
6	0.82	32	0.83	58	0.89	84	0.84
7	0.86	33	0.88	59	0.88	85	0.85
8	0.86	34	0.88	60	0.88	86	0.87
9	0.83	35	0.86	61	0.89	87	0.87
10	0.88	36	0.83	62	0.84	88	0.88
11	0.90	37	0.85	63	0.85	89	0.82
12	0.89	38	0.84	64	0.87	90	0.86
13	0.87	39	0.84	65	0.87	91	0.86
14	0.90	40	0.85	66	0.88	92	0.84
15	0.83	41	0.88	67	0.82	93	0.85
16	0.88	42	0.89	68	0.86	94	0.87
17	0.88	43	0.88	69	0.86	95	0.87
18	0.88	44	0.88	70	0.83	96	0.88
19	0.90	45	0.85	71	0.88	97	0.82
20	0.89	46	0.84	72	0.90	98	0.86
21	0.85	47	0.84	73	0.89	99	0.86
22	0.84	48	0.85	74	0.87	100	0.84
23	0.70	49	0.88	75	0.90	101	0.85
24	0.85	50	0.89	76	0.83	102	0.87
25	0.88	51	0.88	77	0.88	103	0.87
26	0.89	52	0.88	78	0.88		

It is observed from the data in Table (2) that the item correlation coefficients ranged between (0.70-0.90), with all correlation coefficients being statistically significant and acceptable. Garcia (2011) noted that a correlation coefficient value less than (0.30) is considered weak, values within the range of (0.30 to ≤ 0.70) are considered moderate, and values greater than (0.70) are considered strong. Therefore, no items were removed from the scale as all demonstrated strong correlation coefficients.

Study instrument Correction key

A three-point Likert scale was used to measure the level of exposure of adolescents to videos on social media. The positive items of this scale were corrected as follows: Always (3 points), Sometimes (2 points), Never (1 point). For interpreting the means and determining the level of adolescents' exposure to videos on social media, the scores were converted according to the range of (1-3) points, using the following formula:

Category Width = Upper Limit - Lower Limit (for the range) = 3 - 1=0.67

Number of Assumed Levels=3

Classification: It was classified into three levels: Low level (from 1 to less than 1.67), Medium level (from 1.67 to less than 2.34), High level (from 2.34 to 3).

Reliability

After applying the study tool to the sample, the reliability coefficient of the tool was calculated using the Cronbach's Alpha formula for internal consistency, with the reliability coefficient being (0.93), which is statistically acceptable.

Study Variables

Independent Variables

1. Gender: With two levels: (1- Male, 2- Female).
2. Grade: With three levels: (1- Male, 2- Female, 3- Mixed).
3. Place of Residence: With three levels: (1- Village, 2- City, 3- Camp).

4. Academic Achievement: With four levels: (1- Excellent, 2- Very Good, 3- Good, 4- Acceptable).

Dependent Variable

Total Score and Subdomains Measuring the Response of the Study Sample to Adolescents' Exposure to Videos on social media and the Fulfillment Achieved: Tenth-grade students in Nablus Governorate schools.

Statistical Treatments

1. Frequencies and Percentages for demographic variables, means, and standard deviations for each item in the tool.
2. Independent Sample t-test to test the significant differences between means according to the independent variable with two levels, such as gender.
3. One Way ANOVA to test the significant differences between means according to the independent variable with three or more levels, such as place of residence.

4. Scheffe's Test for post hoc comparisons to determine the significance of differences in means for independent variables with more than two levels.

5. Pearson Correlation Coefficient to determine the significance of the relationship between items and their respective subdomains.

6. Cronbach's Alpha Coefficient to verify the internal consistency of the tool and its subdomains.

Study Results and Discussion

Q1: What is the extent of exposure of tenth-grade students in Nablus Governorate schools to videos on social media? To answer this question, frequencies and percentages were computed to determine the extent of adolescents' exposure to videos on social media, as shown in Table (3).

Table (3): Frequency and Percentages of Adolescent Exposure to Videos on Social Media Among Tenth Grade Students in Nablus Schools.

No.	Variable	Level	Number	Percentage (%)
1	Watching Videos on social media			
	Daily		200	71%
	3 to 5 Days per Week		44	16%
	Only on Weekends		17	6%
	Several Times per Month		3	1%
	Occasionally		19	6%
2	Time Spent Watching Videos on social media (On a Viewing Day)			
	Less than 1 Hour		72	25%
	1 Hour to Less than 3 Hours		131	46%
	3 Hours to Less than 6 Hours		58	20%
	6 Hours or More		22	8%
3	Number of Videos Typically Watched on social media (Full or Partial) (On a Viewing Day)			
	Less than 6		95	34%
	6 to Less than 10		64	23%
	11 to Less than 15		30	11%
	16 to Less than 20		11	4%
	More than 20		83	29%
4	Preferred Video Duration on social media			
	Less than 1 Minute		44	16%
	1 to 5 Minutes		55	19%
	6 to 10 Minutes		35	12%
	11 to 15 Minutes		14	5%
	More than 15 Minutes		14	5%
	Duration is Not Important, Content is Important		121	43%

It can be observed from the data in Table (3) that the majority of respondents watch videos on social media daily, at a rate of (71%), indicating a high frequency of use. This suggests that these devices have become an integral part of their daily routine and that they fulfill their needs.

Additionally, (46%) of the study sample spend between one and less than three hours watching videos on social media on a typical day. The table shows that most adolescents spend a considerable amount of time watching videos, reflecting the appeal of this content and its ability to fulfill their needs. This prolonged time might be due to the variety of content available on these platforms and their ability to cater to a wide range of interests.

Furthermore, (34%) of the study sample watch fewer than six videos on social media on a typical day, while (29%) watch more than twenty videos. The table also indicates that (43%) of tenth-grade students in Nablus Governorate schools responded that the length of the videos they prefer to watch is not important; rather, the content is what matters.

This suggests that adolescents are a positive audience, not a negative one, and are exposed to content that satisfies their needs.

These results indicate significant exposure among tenth-grade students to videos on social media, in terms of the number of days they watch, the time allocated, the number of videos, and the duration of the videos.

The results are consistent with most previous studies, such as the study by Bucknell Bossen and Kottasz (2020), which noted high usage intensity among adolescents on platforms like TikTok. They also align with the study by Meiyan, Binchao, Zijin, and Ziqi (2022), which showed that adolescents spend a long time watching these videos.

Q2: What is the level of patterns and habits of exposure to videos on social media among tenth-grade students in Nablus Governorate schools? To answer this question, it was necessary to find the means and standard deviations to determine the level of patterns and habits of exposure to videos on social media among adolescents, as shown in Tables (4) and (5).

Table (4): Patterns of Adolescent Video Viewing on Social Media in Nablus Governorate

No.	Patterns of Viewing	Standard Deviation	Mean	Level
1	I watch alone	0.57	2.53	High
2	I watch with friends	0.59	1.85	Medium
3	I watch with parents or one of them	0.64	1.97	Medium
4	I watch with siblings	0.69	2.01	Medium
5	I watch with a relative	0.64	1.81	Medium
Overall Pattern Score		0.35	2.03	Medium

This table presents the standard deviations, means, and levels of different patterns of video viewing on social media among adolescents in Nablus Governorate. The pattern of watching alone has the highest mean and is classified as "High," while other patterns such as watching with friends, parents, siblings, or relatives are categorized as "Medium," indicating a moderate level of engagement. The overall

pattern score reflects a "Medium" level of viewing among adolescents.

It is observed from the data in Table (4) that the average score for the overall pattern of video exposure among tenth-grade students in Nablus Governorate schools is (2.03), which is considered average. The means ranged from "I watch alone" with an average score of (2.53), rated as high, to "I watch with a relative" with an average score of (1.81), rated as average.

The standard deviation values are generally close across all patterns, indicating variation in the frequency of viewing among students within each pattern.

The table shows that students generally watch videos alone. Social factors play a role in viewing patterns, with some students sharing this experience with friends and family. There is considerable variation in video-watching habits among students, even within the same pattern.

The researchers believe the results highlight the importance of social factors in shaping viewing habits. Social relationships influence content choice and viewing experiences, as friends' and family's opinions may affect the types of videos students watch, especially adolescents seeking social acceptance.

The significant variation in viewing habits indicates that each individual uses videos in different ways to meet diverse personal needs. Conversely, with the evolution of social media, usage patterns are continuously changing, making it difficult to identify a single, fixed pattern.

Table (5): Means and Standard Deviations, and Relative Weights for the Times Adolescents Watch Videos on Social Media.

No.	Time Period	Mean	Standard Deviation	Relative Weight
1	Morning	1.81	0.64	60%
2	Afternoon	1.69	0.67	56%
3	Evening	2.04	0.69	68%
4	Night	2.49	0.62	83%
5	Anytime	2.42	0.73	81%

This table displays the Means and Standard Deviations, and relative weights for the times adolescents typically watch videos on social media. The highest mean and relative weight are observed for the night period, indicating it is the most common time for viewing. Conversely, the afternoon period has the lowest mean and relative weight, suggesting less frequent viewing during this time.

The data in Table (5) show that the evening period ranks first in terms of the time adolescents spend watching videos on social media, with a percentage of (83%). This is followed by watching at any time with a percentage of (81%). The least time spent watching and being exposed to videos is during the afternoon period, with a percentage of (56%).

The data reveal that adolescents tend to watch videos at different times, with a greater concentration during the evening and night hours. This indicates a general pattern of video watching during leisure times or after completing academic responsibilities.

The evening period has the highest exposure, likely because students are in school during the day and engaged with their assignments. Additionally, technical needs such as internet availability play a role. At the same time, watching videos is not limited to a specific time period. This is because mobile phones are accessible to students, allowing them to view videos on social media at any hour they choose. Consequently, adolescents do not adhere to specific times for watching videos but instead exhibit considerable flexibility in selecting times that suit them.

Q3: What social platforms do adolescents use to watch videos? The following table presents the Means and Standard Deviations, and relative weights for the social media platforms used by adolescents to watch videos. YouTube has the highest mean and relative weight, indicating it is the most popular platform for video viewing among the respondents. In contrast, Twitter has the lowest mean and relative weight, suggesting it is the least used platform for this purpose.

Table (6): Means and Standard Deviations, and Relative Weights for Social Media Platforms Used by Adolescents to Watch Videos

No.	Social Media Platform	Mean	Standard Deviation	Relative Weight
1	Instagram	2.24	0.79	75%
2	Twitter	1.20	0.47	40%
3	Facebook	2.04	0.79	68%
4	YouTube	2.47	0.58	82%
5	TikTok	2.13	0.91	71%
6	WhatsApp	1.93	0.79	64%
7	Telegram	1.76	0.81	59%
8	Facebook Messenger	1.96	0.78	65%
23	Other	1.51	0.73	50%

The data in Table (6) show that "YouTube" is the most frequently used platform by adolescents, with a relative weight of (82%). This is followed by "Instagram" with a relative weight of (75%), and then "TikTok" with a relative weight of (71%). "Twitter" ranks last with a relative weight of (40%) .

Despite the popularity of "YouTube" among adolescents, there is considerable diversity in the platforms used, indicating that each adolescent has different interests and motivations for using social media. This diversity reflects the fact that each adolescent seeks to fulfill various needs, whether social, psychological, or cognitive. For example, an

adolescent might turn to "YouTube" for learning, while another might use "Instagram" for social interaction or entertainment. As observed, adolescents choose platforms that meet their needs and desires, and their use of social media platforms is not random. This diversity in usage highlights the complex nature of human interaction with technology.

The preference for platforms specialized in visual content such as "YouTube," "Instagram," and "TikTok" reflects adolescents' interest in images and videos. The results of this study are consistent with the study by Hamer and Baaziz (2021), which found that YouTube is the most used platform.

Q4: What is the level of preferred topics that adolescents watch on social media? The following table displays the Means and Standard Deviations, and levels for the preferred topics that adolescents watch on social media. Topics related to Palestinian issues have the highest mean, indicating strong interest, while live streams of events have the lowest mean, reflecting lower interest. Most topics fall into the "Medium" level, suggesting that while they are of some interest to adolescents, they are not as prominent as those that reach the "High" level.

Table (7): Means and Standard Deviations, and Levels for Preferred Topics Watched by Adolescents on Social Media

No.	Topic	Standard Deviation	Mean	Level
1	Live Streams of Events	0.62	1.50	Low
2	Songs	0.74	2.13	Medium
3	Comedy	0.72	2.24	Medium
4	Series or Clips from Series	0.77	2.26	Medium
5	Social Media Stars and Celebrities	0.72	2.11	Medium
6	Matches or Clips from Matches	0.80	1.95	Medium
7	Educational Videos Related to Studies	0.66	2.12	Medium
8	Videos About Friends	0.74	2.06	Medium
9	Religious Videos	0.64	2.27	Medium
10	Fashion	0.76	1.67	Medium
11	Competitions	0.70	1.78	Medium
12	Movies or Clips from Movies	0.78	1.96	Medium
13	Advertisements	0.46	1.19	Medium
14	Watching What Appears During Social Media Browsing	0.71	1.99	Medium
15	Animation Series or Clips	0.79	1.74	Medium

No.	Topic	Standard Deviation	Mean	Level
16	Live Streams of Games (e.g., PUBG)	0.71	1.47	Medium
17	Videos Related to Electronic Games	0.76	1.61	Medium
18	Motivational Videos (e.g., Study Motivation, Confidence)	0.73	2.17	Medium
19	Videos Related to Palestinian Issues	0.64	2.43	High

The data in Table (7) show that the average score for the preferred topics watched by adolescents on social media ranges from (1.5) for live event broadcasts, which is the lowest and rated as low, to (2.43) for videos related to Palestinian issues, which is the highest and rated as high.

The researchers note that the data reveal a diversity of interests among adolescents, ranging from entertainment content such as music, comedy, and movies, to educational, religious, and social content.

Notably, Palestinian adolescents show a high interest in content related to Palestinian issues, reflecting their national identity and concern for the issues facing their community. Social media platforms thus play a significant role in shaping adolescents' awareness of various issues, particularly those related to Palestinian matters, as they use these platforms to obtain information and knowledge.

The average level for most of the topics preferred by adolescents indicates a significant

diversity in their interests, and they use social media to fulfill a wide range of needs, whether social, psychological, or cognitive.

When comparing these data with previous studies, the results are consistent with earlier research, which shows that adolescents' interests on social media are varied and include aspects such as entertainment, learning, information seeking, self-fulfillment, and social purposes, such as interest in videos from friends and celebrities.

Q 5: What is the level of motivations for adolescents' use of social media to watch videos? The following table presents the Means and Standard Deviations, and levels for various motivations behind adolescents' use of social media to watch videos. Most motivations fall into the "High" level, indicating that these factors are significant for adolescents in choosing to watch videos on social media. The total score reflects a high level of motivation overall.

Table (8): Means and Standard Deviations, and Levels for Motivations Behind Adolescents' Use of Social Media for Watching Videos

No.	Motivations	Standard Deviation	Mean	Level
1	Ability to Control the Timing of Viewing	0.66	2.32	Medium
2	Ease of Use	0.53	2.69	High
3	Ability to Watch Anywhere	0.71	2.36	High
4	Ability to Control Which Parts of the Video to Watch	0.61	2.59	High
5	Desire to Watch Without Ads	0.61	2.65	High
6	Ability to Save Videos	0.68	2.35	High
7	Ability to Interact and Comment (e.g. comments, sharing, etc.)	0.76	1.96	Medium
8	Because Watching is Free	0.79	2.23	Medium
9	Variety of Topics and Styles in Videos	0.66	2.45	High
10	Continuous Updates on Topics and Events in Videos	0.68	2.42	High
11	Ability to Choose Which Videos to Watch	0.59	2.64	High
12	Abundance of Videos Available on social media	0.73	2.34	High
13	Presence of Music in Some Videos or Songs	0.77	2.19	Medium
Total Score	0.40	2.40	High	

The data in Table (8) show that the average score for the overall motivation for adolescents to use social media to watch videos is (2.40), which is rated as high. The average scores for the motivation items range between (1.96-2.69). The item "Ease of use" received the highest average score of (2.69), rated as high, while the item "Because it allows me to interact and express opinions such as comments or sharing, etc." received the lowest average score of (1.96), rated as average.

The high overall score in this table indicates that adolescents generally perceive several motivations behind their use of social media for watching videos. These factors include the desire to control their viewing experience, ease of access to content, and content variety, among other factors. This suggests that adolescents do not use these platforms for a single motivation but rather for a variety of reasons.

Social media platforms and the characteristics of the videos broadcast on them encourage adolescents to watch, although there is a relatively lower interest among respondents in interacting with the videos.

Based on these results, the researchers conclude that there are three main factors motivating adolescents to watch videos on social media:

1. Variety: Adolescents prefer platforms that offer diverse content and keep up with the latest developments.
2. Control: Adolescents seek a personalized viewing experience, where they can control the content they want, as well as the time and place of viewing.
3. Simplicity: Ease of use and the absence of advertisements are important factors in choosing the platform.

Q6: What is the level of interaction and behavior exhibited by adolescents during or after watching videos on social media? The following table displays the Means and Standard Deviations, and relative weights for various forms of interaction and behavior adolescents exhibit during or after watching videos on social media. The data shows the frequency and intensity of each behavior, indicating the relative importance and engagement level with each activity.

Table (9): Means and Standard Deviations, and Relative Weights for Adolescents' Interactions and Behaviors During or After Watching Videos on Social Media

No.	Interaction Forms During or After Viewing	Mean	Standard Deviation	Relative Weight (%)
1	I read the comments on the video I watched	2.06	0.69	69%
2	I interact with comments by liking or replying	1.64	0.74	55%
3	I share the video on my personal page	1.52	0.64	51%
4	I tag someone	1.77	0.72	59%
5	I download the video	1.82	0.65	61%
6	I write a comment on the video's content	1.57	0.66	52%
7	I react with emojis (like, angry, etc.)	1.85	0.76	62%
8	I discuss its content with my family or someone else	2.05	0.68	68%
9	I message the video creator or the channel that posted it	1.35	0.64	45%
10	I send the video or link via Messenger or WhatsApp to friends or relatives	1.91	0.72	64%
11	I watch the video without sound, relying on the accompanying text	1.62	0.67	54%
12	I eat or drink while watching videos on social media	2.22	0.67	74%
13	I do homework while watching videos on social media	1.58	0.74	53%
14	I am highly focused on what I watch when watching videos on social media	2.15	0.63	72%

We observe from the data in Table (9) that the interaction and behavior ranked first is "I eat and drink while watching videos on social media" with a relative weight of (74%). This is followed by "I am highly focused on what I watch when I watch videos on social media" with a relative weight of (72%). Meanwhile, "I message the video owner or the channel that broadcasted the video" is ranked last with a percentage of (45%).

From the table results, the researchers noted the following points:

- Variety of Activities: Adolescents engage in a range of activities during and after watching videos on social media.
- Active Audience: The table shows that the majority of adolescents interact with the content they watch, whether through commenting, sharing, or liking. This indicates that adolescents do not consider themselves merely consumers of content but seek to interact with it and express their opinions.
- Social Communication: Many adolescents use these platforms to communicate with their friends and family by sharing or discussing videos. This confirms the social role of social media platforms in adolescents' lives.
- Additional Interactions: In addition to direct interaction with the content,

adolescents engage in other forms of interaction, such as uploading videos, sending them to others, or messaging the video creator or discussing it. This indicates that adolescents use these platforms in various ways and are active viewers.

- Distraction: Some adolescents engage in other activities while watching videos, such as eating or doing homework. This suggests that watching videos is not always the only activity adolescents are involved in, and the use of these platforms may lead to distraction from other activities, such as studying.

From all the above, it is clear that interacting with content is an essential part of adolescents' video-watching experience on social media.

Q7: What is the level of satisfaction achieved from adolescents' use of videos on social media? The following table summarizes the satisfaction levels of adolescents regarding their use of videos on social media. It includes various aspects such as entertainment, learning, and personal development, showing the mean scores and standard deviations for each aspect. The overall satisfaction level is categorized as "Medium," indicating a balanced level of contentment with their video viewing experiences on social media.

Table (10): Means and Standard Deviations, and Satisfaction Levels from Adolescents' Use of Videos on Social Media.

No.	Satisfaction Forms	Mean	Standard Deviation	Level
1	It filled my free time and relieved boredom.	2.46	0.62	High
2	I felt relaxed and comfortable after feeling tired.	2.24	0.71	Medium
3	I received entertainment and felt happy.	2.47	0.63	High
4	I temporarily forgot the problems I face.	2.19	0.77	Medium
5	It gives me psychological comfort and reassurance.	2.04	0.78	Medium
6	I overcame feelings of loneliness.	2.01	0.83	Medium
7	I learned information that benefited my life.	2.49	0.59	High
8	I increased my knowledge of current events in my life.	2.52	0.62	High
9	I accessed a vast amount of information quickly.	2.37	0.62	High
10	It helped me express my opinion.	2.13	0.78	Medium
11	It helped me build my personality.	2.09	0.79	Medium
12	I learned new behaviors and practiced them with others.	2.14	0.72	Medium

No.	Satisfaction Forms	Mean	Standard Deviation	Level
13	I learned others' opinions and comments on topics that interest me.	2.22	0.71	Medium
14	I benefited from others' experiences shared through videos.	2.30	0.65	Medium
15	The views helped me understand subjects I study at school.	2.29	0.69	Medium
16	It satisfied my curiosity about topics I was unaware of.	2.25	0.69	Medium
17	I learned about other cultures and customs through viewing.	2.35	0.66	High
18	I invested my time in useful viewing through social media.	2.20	0.65	Medium
19	The views helped me prepare for my academic assignments.	2.23	0.72	Medium
20	It helped me with my academic orientation (literary or scientific, etc.).	1.96	0.79	Medium
Total Score		2.25	0.42	Medium

It is observed from the data in Table (10) that the mean score for the total gratifications achieved from adolescents' use of videos on social networking sites was (2.25), indicating an average level. The mean scores for the gratifications ranged between (1.96-2.52). The statement "I increased my knowledge about current events in my life" received the highest mean score of (2.52), indicating a high level of gratification. This was followed by "I learned information that benefited me in my life" with a mean score of (2.49) and a high level of gratification, then "I obtained entertainment and a sense of happiness" with a mean score of (2.47) also indicating high gratification, followed by "I occupied my free time and relieved boredom" with a mean score of (2.46) and a high level of gratification. The statement "I reached a vast amount of information quickly" had a mean score of (2.37) with high gratification, followed by "I learned about other cultures and customs from watching" with a mean score of (2.35) and high gratification. Meanwhile, "It benefited my academic orientation (e.g., literary, scientific)" had the lowest mean score of (1.96) indicating average gratification.

The table shows that Palestinian adolescents gain a wide range of psychological, social, and cognitive gratifications from using videos, such as staying informed about daily events, relieving boredom, and enjoying psychological comfort and self-development.

It is evident that the most pressing needs among adolescents are seeking knowledge, relieving boredom, and experiencing happiness. The data indicates that the use of videos can contribute to improving adolescents' mental health by alleviating boredom, loneliness, and reducing stress.

Based on the above, the researchers believe that social networking platforms play an important role in adolescents' lives by meeting their psychological and social needs. They are also tools for learning and self-development. Video content has become an important source of information for students alongside books and other knowledge sources. The use of these platforms can have a positive impact on adolescents' mental health, provided attention is paid to the content being viewed.

Compared to previous studies, these results generally align with findings from earlier research. For example, studies by Bucknell, Bossen, and Kottasz (2020) indicate that entertainment and self-expression are primary motives for using these platforms. Similarly, Shi, Ali, and Chew (2024) found that users seek entertainment and social interaction. The results are also consistent with Meiyang, Binchao, Zijin, and Ziqi (2022), which highlighted that user-generated content and boredom in daily life significantly affect the level of addiction to video application viewing.

Q8: What is the level of negative impacts of watching videos on social networking sites from the adolescents' perspective? The following table summarizes the negative aspects of watching videos on social media from the adolescents' perspectives. It includes various issues such as misinformation,

imitation of celebrities, and the impact on daily responsibilities. The overall level of negative aspects is categorized as "Medium," indicating a moderate level of concern among adolescents regarding the negative effects of video consumption on social media.

Table (11): Means and Standard Deviations, and Levels of Negative Aspects of Watching Videos on Social Media from Adolescents' Perspectives

No.	Negative Aspects	Mean	Standard Deviation	Level
1	Videos provide inaccurate information	2.05	0.48	Medium
2	They teach me violence	1.50	0.65	Low
3	Many videos disregard community values and morals	2.13	0.72	Medium
4	Videos spread fabricated content and rumors	2.20	0.73	Medium
5	Watching leads me to consume unnecessary goods	1.60	0.72	Low
6	I often imitate what I see, especially from social media celebrities	1.48	0.65	Low
7	It takes a long time at the expense of academic and life duties	2.02	0.73	Medium
8	There should be awareness about the risks of videos on social media	2.52	0.65	High
9	Feeling stressed and anxious	1.64	0.70	Low
10	Feeling frustrated believing others' lives are better than mine	1.69	0.76	Medium
11	Created superficial personalities as celebrities who influence adolescents	2.08	0.81	Medium
12	I have previously believed information and ideas after watching videos without verifying or researching	1.86	0.69	Medium
13	I cancel some of my duties to watch videos on social media	1.59	0.76	Low
14	I have developed an addiction to watching videos on social media	1.89	0.78	Medium
Total Score		1.88	0.40	Medium

We observe from the data in Table (11) that the overall mean score for the negatives of watching videos on social networking sites from the perspective of adolescents reached (1.88), with an average rating. The mean scores for the negative aspects ranged between (1.48-2.52). The item "There should be awareness of the risks of videos broadcasted on social networking sites" received the highest mean score of (2.52), with a high rating, while the item "I often imitate what I watch, especially from social media celebrities" received the lowest mean score of (1.48), with a low rating.

The results of this table show that videos have some form of impact on students, and the effect is often indirect, so adolescents may not always be aware of it. The item that received a high response, "There should be awareness of the risks of videos broadcasted on social

networking sites," reflects a strong awareness among adolescents of the potential dangers of being exposed to videos, as well as their and their peers' need for guidance to maximize the benefits of social networking sites and avoid their harms. On the other hand, the item "I cancel some of my duties to watch videos on social networking sites," for example, received a low score, which indicates a reasonable level of awareness among the respondents.

In general, the data shows that adolescents are aware of a wide range of potential negative effects from watching videos on digital platforms, such as the impact on academic performance, time-wasting, the presentation of inaccurate information, and effects on mental health. Adolescents believe that watching videos can lead to feelings of stress and anxiety, negative comparisons with others, and

influence their behavior, prompting them to consume unnecessary goods, imitate the behaviors of social media celebrities, or imitate undesirable behaviors.

The results of the current study confirm the findings of previous studies on the negative effects of social media use on adolescents, such as wasting time, its impact on academic performance, and its effects on mental health.

Although adolescents are aware of the potential negative effects of watching videos on these platforms, they still need more awareness, particularly regarding the negative impacts related to wasting time and academic performance. To address the risks children and adolescents may face, protective factors help mitigate the potential harmful effects of media on youth. One such protective factor is

"mediation," which involves shared media usage, where parents, teachers, and others participate in the media experience with children (Kirsch, 2019, p.291).

Study Hypotheses

First Hypothesis: There are no statistically significant differences at the significance level ($\alpha \leq .05$) between the means of adolescents' exposure patterns to videos on social networking sites and the achievement of gratifications, attributed to the gender variable.

The means and standard deviations for the overall score of adolescents' exposure patterns to videos on social networking sites and the achievement of gratifications were calculated, and the Independent Sample t-test was used for two independent groups. The results are shown in Table(8) .

Table (12): Results of the t-Test for Independent Samples Testing the Significance of Differences in Overall Scores for Adolescents' Video Exposure Patterns on Social Media and Satisfaction Achieved by Gender

Fields	Gender	N	Mean	Standard Deviation	t-value	Significance Level
Satisfaction Achieved	Male	120	2.30	0.42	1.62	0.11
	Female	163	2.21	0.44		
Patterns of Adolescents' Video Exposure on social media	Male	120	2.02	0.38	-0.72	0.47
	Female	163	2.05	0.32		

Satisfaction Achieved: The t-value for the satisfaction achieved between males and females is 1.62 with a significance level of 0.11. This indicates that there is no statistically significant difference between males and females regarding their satisfaction with watching videos on social media.

Patterns of Video Exposure: The t-value for the patterns of video exposure between males and females is -0.72 with a significance level of 0.47. This result suggests that there is no statistically significant difference between males and females in their patterns of exposure to videos on social media.

In both cases, the p-values are greater than the common significance level of 0.05, indicating that gender does not significantly

affect the overall satisfaction achieved or the patterns of video exposure among adolescents.

Table (13): Means and Standard Deviations for Overall Scores on Adolescents' Video Exposure Patterns on Social Media and Satisfaction Achieved by Residential Area.

Fields	Location	N	Mean	Standard Deviation
Satisfaction Achieved	Village	93	2.27	0.40
	City	161	2.21	0.42
	Camp	29	2.38	0.49
Patterns of Adolescents' Video Exposure on social media	Village	93	2.07	0.32
	City	161	2.03	0.35
	Camp	29	1.96	0.44

It is evident from Table (13) that there are apparent differences between the mean scores, based on the variable of place of residence. To determine if these differences are statistically significant, a One-Way ANOVA test was used for more than two independent groups.

Table (14): Results of One-Way ANOVA on Overall Scores for Adolescents' Video Exposure Patterns on Social Media and Satisfaction Achieved by Residential Area.

Field	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F	Significance Level
Satisfaction Achieved	Between Groups	0.75	2	0.38	2.10	0.12
	Within Groups	50.14	280	0.18		
	Total	50.89	282			
Patterns of Adolescents' Video Exposure on social media	Between Groups	0.27	2	0.14	1.12	0.33
	Within Groups	34.23	280	0.12		
	Total	34.50	282			

Table (14) shows that the calculated significance level for the overall score of patterns of adolescents' exposure to videos on social networking sites and the gratifications achieved is greater than the significance level set for the study ($\alpha \geq 0.05$). Therefore, we accept the null hypothesis, meaning there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of adolescents' exposure to videos on social networking sites and the gratifications achieved attributed to the variable of place of residence.

Hence, while there are apparent differences in the areas of gratifications and exposure patterns, this research seeks statistically significant differences, which we examine through One-Way ANOVA and Independent Sample t-tests. The results show no statistically significant differences, as the significance level exceeds 5%, the threshold set in the study. Consequently, we accept the null hypothesis, which suggests no statistically significant differences attributed to the place of residence variable.

The researchers believe that this result indicates that place of residence does not

significantly affect the way adolescents use videos on social networking sites or the gratifications they obtain from this usage. This suggests a uniformity in usage, possibly due to the similar cultural and media environment they share. Palestinian adolescents live in a geographically confined area, where the village, city, and refugee camp are interconnected. Additionally, children from refugee camps and several villages attend schools in the city, resulting in extensive interaction and similarities in gratifications, patterns, and interests, especially since the study sample belongs to the same age group.

Third Hypothesis: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of adolescents' exposure to videos on social networking sites and the gratifications achieved attributed to the variable of academic grades.

The means and standard deviations of the overall score for adolescents' exposure to videos on social networking sites and the gratifications achieved according to the academic grade variable were calculated, and the results are shown in Table (14).

Table (15): Means and Standard Deviations of the Overall Score for Patterns of Adolescents' Exposure to Videos on Social Media and Achieved Gratifications Attributed to the Grade Point Average Variable

Field	Level	N	Arithmetic Mean	Standard Deviation
Gratifications Achieved	Excellent	131	2.22	0.44
	Very Good	102	2.27	0.41
	Good	41	2.32	0.39
	Acceptable	9	2.10	0.46

Field	Level	N	Arithmetic Mean	Standard Deviation
Patterns of Adolescents' Exposure to Videos on social media	Excellent	131	2.00	0.35
	Very Good	102	2.06	0.33
	Good	41	2.04	0.39
	Acceptable	9	2.11	0.41

Table (15) reveals apparent differences between the means based on the GPA variable. To determine whether these differences are

statistically significant, a one-way ANOVA was conducted for more than two independent groups, as shown in Table (16).

Table (16): Results of One-Way ANOVA on the Total Score for Patterns of Adolescents' Exposure to Videos on Social Media and Gratification Achievement Attributed to the Variable of "Grade Point Average" (GPA).

Domain	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F	Significance Level *
Gratifications Achieved	Between Groups	0.50	3	0.17	0.91	0.43
	Within Groups	50.39	279	0.18		
Total		50.89	282			
"Patterns of Adolescents' Exposure to Video Content on Social Media"	Between Groups	0.25	3	0.08	0.69	0.56
	Within Groups	34.25	279	0.12		
Total		34.50	282			

Table 15 presents the results of a one-way ANOVA analyzing the variance in achieved gratifications and patterns of adolescents' exposure to video content on social media, attributed to different GPA levels. For gratifications achieved, the analysis shows that the variance between groups ($M=0.17$, $F=0.91$, $p=0.43$) is not statistically significant, indicating that GPA levels do not significantly affect achieved gratifications. Similarly, for patterns of exposure to video content, the variance between groups ($M=0.08$, $F=0.69$, $p=0.56$) is also not statistically significant, suggesting no substantial differences in exposure patterns based on GPA levels. Both analyses indicate that GPA does not play a significant role in explaining variations in either gratifications or exposure patterns among adolescents.

The table (16) indicates that the calculated significance level for the overall score of adolescents' exposure to videos on social media and achieved gratifications is greater than the predetermined significance level for the study ($\alpha \geq 0.05$). Consequently, we accept the null

hypothesis, meaning there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the means of adolescents' exposure patterns to videos on social media and achieved gratifications attributed to the GPA variable. Based on this result, the researchers conclude that the relationship between how adolescents use videos and their academic performance is not direct or strong enough to assert that the way they use videos significantly affects their GPA.

Findings

- The majority of respondents watch videos on social networking sites daily, at a rate of (71%).
- The platform "YouTube" is the most used by adolescents, with a relative weight of (82%), followed by "Instagram" with a relative weight of (75%), then "TikTok" with a relative weight of (71%), while "Twitter" was in the last place with (40%).
- The topics most preferred by adolescents are related to Palestinian affairs, with a mean score of (2.43) and a high rating.

- "Ease of use" is one of the main motivators for adolescents to watch videos on social networking sites, with mean scores of (2.69) and a high rating.
- The most common behaviors among adolescents while watching include eating and drinking, with a relative weight of (74%), followed by focusing on what is being watched with a relative weight of (72%).
- The greatest gratifications that students derive from watching videos are increased knowledge of current events, with a mean score of (2.52) and a high rating, followed by learning useful information for their lives with a mean score of (2.49) and a high rating, then gratification from entertainment and happiness with a mean score of (2.47) and a high rating, and finally, gratification from passing the time and escaping boredom with a mean score of (2.46) and a high rating.
- Most adolescents see the need for awareness about the risks of the content broadcasted on social networking sites, with this opinion receiving the highest mean score of (2.52) and a high rating.
- There are no statistically significant differences at the significance level ($\alpha \leq .05$) between the mean scores of adolescent exposure patterns to videos on social networking sites and gratifications achieved due to the gender variable.
- There are no statistically significant differences at the significance level ($\alpha \leq .05$) between the mean scores of adolescent exposure patterns to videos on social networking sites and gratifications achieved due to the place of residence variable.
- There are no statistically significant differences at the significance level ($\alpha \leq .05$) between the mean scores of adolescent exposure patterns to videos on social

networking sites and gratifications achieved due to the academic performance variable.

Discussion of Findings

The study reveals that a significant majority of adolescents (71%) engage with videos on social networking sites daily, reflecting a consistent trend observed in previous research. Hamer & Baaziz (2021) and Meiyen et al. (2022) both highlight the prevalent use of platforms like YouTube for entertainment and information, supporting our findings that daily engagement is a common practice among adolescents. This daily usage underscores the integral role of social media in the lives of young people, demonstrating how deeply embedded these platforms are in their routine activities.

In terms of platform preference, the study shows that YouTube is the most popular among adolescents, with an 82% usage rate, followed by Instagram (75%) and TikTok (71%). This preference is consistent with Bucknell Bossen and Kottasz (2020), who noted the high engagement levels with TikTok, although their focus was on pre-adolescents rather than adolescents. Our findings align with Hamer & Baaziz (2021), which also identified YouTube as a leading platform for video consumption. The lower preference for Twitter (40%) contrasts with Van de Castele et al. (2024), who did not specifically assess platform preferences but emphasized the diverse use of social media for achieving personal goals and managing emotions.

The study's finding that adolescents prefer content related to Palestinian affairs (mean score of 2.43) highlights a localized interest that may be influenced by regional and current events. This differs from Shi et al. (2024), who observed varying content preferences across different countries, with Chinese users leaning towards educational content and American users favoring entertainment. This disparity

underscores the influence of cultural and regional contexts on content preferences.

The motivation of "ease of use" (mean score of 2.69) aligns with Meiyani et al. (2022), which emphasized the importance of user-friendly features in driving engagement. Shi et al. (2024) also noted that ease of use significantly affects platform preference and interaction. This suggests that platforms with intuitive and accessible interfaces are more likely to be favored by adolescents.

Regarding viewing behaviors, the study finds that many adolescents engage in eating and drinking while watching videos (74%) and focus intensely on the content (72%). This multitasking behavior is consistent with Abdul Aziz (2020) and Sulaiman (2024), who observed similar patterns of simultaneous activity during social media use. This multitasking highlights how adolescents integrate video consumption into their daily routines, often engaging in multiple activities at once.

The gratifications derived from watching videos—such as increased knowledge of current events (mean score of 2.52), learning useful information (mean score of 2.49), entertainment (mean score of 2.47), and passing the time (mean score of 2.46)—reflect a multifaceted use of social media. This finding is consistent with Van de Castele et al. (2024), who identified the fulfillment of various psychological needs through social media use. Additionally, Hamer & Baaziz (2021) highlighted entertainment as a primary use of YouTube, supporting the study's findings on the diverse gratifications adolescents seek from video content.

The study also notes a high level of awareness regarding the risks associated with online content (mean score of 2.52), suggesting a recognition of potential dangers. This finding is in line with Lareki et al. (2024), who reported

risky online behaviors among adolescents and emphasized the need for improved online safety education. The recognition of these risks indicates a growing awareness of the importance of cautious online behavior.

Finally, the lack of statistically significant differences in exposure patterns and gratifications based on gender, place of residence, or academic performance is notable. This absence of variation contrasts with Thaher & Sibua (2024), which found that individual characteristics and psychological factors influenced social media use. The uniformity observed in our study may indicate a more generalized pattern of social media engagement among adolescents, or it could suggest that other unexamined factors may play a role in shaping usage patterns.

In conclusion, the study's findings align with previous literature in many respects, reflecting the widespread and diverse role of social media in adolescents' lives. However, differences in platform preferences, content interests, and psychological needs suggest that contextual factors and individual characteristics are crucial in shaping social media usage and gratifications. These insights offer valuable implications for understanding and optimizing adolescent social media engagement.

Recommendations

Based on the study's findings, which show that the majority of Palestinian adolescents use social networking platforms intensively, particularly for watching content related to Palestinian affairs, and achieve various gratifications, the following recommendations can help guide their use of these platforms more effectively:

Develop and Design Awareness Programs:

Targeting adolescents, parents, and teachers about the risks of excessive social media use, how to use it safely and responsibly, and how to handle technology use.

Role of the Family

- Families should play a major role in guiding their children's behavior on social networking sites.
- Encourage adolescents to organize their time on social media.
- Promote physical and social activities that contribute to a balance between real life and the virtual world.
- Allocate time to talk with adolescents, providing the necessary support and guidance.

Role of Educational Institutions

- Integrate media and technology literacy into school curricula and train teachers on how to address this topic.
- Develop critical thinking skills in adolescents through classroom sessions or training courses, enabling them to evaluate the content they view.

Content Creation

- Support the production of positive and educational content on social media that enhances national identity and positive values.
- Encourage young creators to produce useful and entertaining content.
- Collaborate with media and educational institutions to provide platforms for showcasing this content.

Theoretical Path

- The Uses and Gratifications Model provides an important framework for understanding adolescents' motivations for using social networking sites, but it must consider the rapid evolution of these platforms and changes in adolescent behavior over time, necessitating further research to update and develop this model.
- More studies are needed to deepen the understanding of the relationship between

Palestinian adolescents' use of these platforms and their impact on various aspects of their lives.

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