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	RESEARCH ARTICLE 
	<h2 style="text-align: center;">Educational Role Conflict Between Family, School, and Digital Technology: A Sociological and Educational Analysis of Adolescents' Socialization in the Internet Era</h2>
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Abstract	<p>Socialization and education are traditionally shaped through key institutions, most notably the family and the school, which play complementary roles in transmitting values, norms, knowledge, and behavioral patterns to younger generations. The family constitutes the primary social unit responsible for emotional support, moral guidance, and the preservation of cultural identity, while the school provides structured cognitive development and formal educational socialization. However, the rapid expansion of digital technologies—particularly the Internet—has introduced a powerful and competing educational actor that increasingly influences adolescents' learning processes, value systems, and patterns of behavior. This study seeks to examine the nature and consequences of the educational role conflict between the family, the school, and modern technology, focusing on secondary school students. Through a field study conducted on a sample of students at the capital level, the research explores the degree of students' attachment to digital technologies, the extent to which this attachment competes with traditional educational institutions, and its implications for students' cultural, cognitive, and social development. Adopting a sociological and educational analytical approach, the study highlights how excessive reliance on digital media may weaken family supervision and diminish the pedagogical authority of the school, thereby reshaping students' educational orientations and social behaviors. The findings indicate that while technology offers significant opportunities for access to information and learning, its unregulated use contributes to value confusion, reduced family interaction, and challenges to the coherence of the educational process. The study concludes that addressing the conflict between family, school, and technology requires a balanced and integrative educational strategy that promotes digital literacy, strengthens family involvement, and reinforces the pedagogical role of schools in guiding students' responsible use of technology.</p>
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Introduction:

Both the family and the school aim to achieve common goals, foremost among them the preservation of accumulated social gains and the transmission of culture across generations. This is accomplished by fostering a comprehensive educational thought and culture, which is reflected in the form of social links, relationships, initiatives, attitudes, decisions, and mature practices toward individuals, groups, and institutions. These significant responsibilities collectively represent the foundation of the moral and value system shared within society.

The school and family together form the primary social foundation for raising a child. Each school and family constitutes a unique educational environment, shaped by its characteristics, material and cultural conditions, and local social heritage. Within this environment, various relationships and social interactions take place.

In recent years, the term "conflict of educational roles" has become widely recognized among educational scholars. This type of conflict is closely related to broader social conflicts. Interest in social conflict dates back to nineteenth-century sociologists, such as Hobbes, who argued that human society is inherently in a state of continuous conflict, where the strong often dominate the weak and infringe upon their rights. In such a framework, power dynamics continually shift as individuals or groups seek to challenge or resist domination.

Problem Statement:

Based on the foregoing, the following research problem can be formulated: What is the educational role of the family and the school in the context of children's use of technology and the Internet?

Study Hypotheses:

1. The family and school are unable to fully address the student's cognitive and cultural needs.
 2. Modern technology has successfully attracted students' cognitive and cultural attention.
 3. Students show a greater preference for technological content than for what is provided by the family and the school.
- From this perspective, the study aimed to conduct a field investigation on secondary school students in the capital city to examine the extent of students' attachment to modern technology at the expense of family and school, its effects on them, and the implications of the educational process for students. Additional aspects relevant to this phenomenon were also included in the study.

The study covered 15 secondary schools distributed across seven municipalities, which were randomly selected. The capital city was chosen for several reasons, including its geographic proximity to the researcher and its diverse population, representing students from different regions of the country. The field study was conducted between April 25 and May 20, 2021.

A sample of 200 students was selected from the 15 secondary schools using the simple random sampling method to ensure broad representation. Data collection was carried out using a questionnaire containing multiple content-related questions. Additionally, interviews with teachers and parents were conducted to support and enrich the data, serving as a secondary tool alongside the questionnaire.

Objectives of the Study:

This study aims to achieve the following objectives:

1. To examine the impact of modern technology on students' cognitive and cultural tendencies.
2. To assess the role of the family and the school in the cognitive and cultural education of children in the context of modern technology.
3. To identify the factors through which modern technology influences students' cognitive and cultural development.

2. The Internet as an Educational Institution:

Education is a purposeful social process, drawing its content from the community that collectively engages in it with its members. The effects of education occur through various social institutions that regulate human interactions and promote harmony within society. These institutions represent organized structures established by societies according to their temporal and spatial conditions, through which cultural values are transmitted and educational goals are achieved. In the contemporary context, the Internet has emerged as an additional educational institution, complementing traditional institutions by providing access to knowledge, cultural resources, and educational opportunities.

It should be noted that educational institutions do not follow a uniform pattern throughout a person's life. They take many forms and vary according to the stages of life, the conditions of the society, the quality of the educational activities conducted, and the educational philosophy or approach of the responsible educators.

Among the most important educational institutions today are the various types and forms of media and communication, which have become widespread in society and play a significant educational role. These media have driven the

development of advanced digital technologies, greatly enhancing their influence on individuals, particularly through the Internet.

Initially, scientists and specialists in the field of information and communication technologies did not anticipate the magnitude of the changes that the Internet would bring during its early stages of technical development. At the time, they believed that the impact of television and radio on the public and on society was unmatched by any other medium, due to the significant influence these media exercised and the nature of public reception.

However, this perception soon began to change with each technological and creative advancement of the Internet. Radio and television came to be regarded as traditional media, whose development has been influenced by the Internet. The Internet not only attracted a large audience but also engaged users in ways different from radio and television, both in terms of interaction with media messages and the quality of the impact. This has made the Internet a unique medium of communication, with distinctive characteristics in its engagement with the public. (Al-Sadiq Rabah, 2004)

The Internet emerged in the late 1950s through the efforts of the Advanced Research Projects Agency (ARPA), established by the United States Department of Defense to support scientific research for military purposes. It later spread to universities and research centers by the late 1960s. ARPA developed the first network, known as ARPANET, at the University of California, initially equipped with four nodes, which expanded to approximately 40 sites by 1972. In the mid-1990s, ARPANET was replaced by a group of large interconnected networks. (Mohammed Laqab, 2007)

The Internet has undergone successive developments, sometimes making its progression difficult to follow. In 1962, Marshall McLuhan described the world as a "global village," referring primarily to radio and television. With the advent of the Internet, researchers have observed that McLuhan's concept has become more literal than metaphorical. (Rasha Abdullah, 2005)

Today, the Internet is considered a benchmark for the development of countries, and its informational power is comparable to economic and military forces. This has accelerated countries' efforts to acquire modern technologies. Global trade has shifted from traditional markets to the digital network, and Internet applications have gradually penetrated other aspects of daily life, including individual communication.

Media and communication, in all their forms, are social and educational institutions. They are among the most important and influential educational tools in contemporary society, shaping the upbringing, culture, and awareness of individuals, especially children. Through various programs and diverse content, mass media reach all age groups, enter households, and influence every sphere of life, becoming an indispensable part of daily routines.

The media are characterized by their strong ability to attract the attention of people across ages and cultures, and by their considerable influence on public opinion. This gives them added value in the educational field. Consequently, the Internet has emerged as a distinctive educational institution, competing with traditional institutions due to its unique characteristics. It evolves continuously, introducing new educational influences on children that often surpass the capabilities of families or other social upbringing institutions.

The entry of the Internet into the educational field and its control over children's attention has led to multiple effects, including:

2.1. Quick Access to Knowledge:

The Internet provides rapid access to a wide range of information and resources due to its speed and openness, which helps consolidate the concepts transmitted online. Before the widespread use of modern technology, parents had greater control over the cognitive input of their children, including what they heard, read, the places they visited, and the relationships they formed. However, modern technology, with its rapid and open access to information, reduces parental control and limits their influence on the child's educational development.

2.2. Exposure to Premature Social Concepts:

Modern media and digital content often disregard educational priorities, allowing children early access to social concepts before they are developmentally ready. This occurs through games, films, or successive advertisements, which may present concepts of interpersonal relationships that children under five or six may encounter. Many children's films contain elements that can negatively influence behavior and values. Some content goes further, including certain films, songs, trivial programs, and inappropriate advertisements, which can promote unsuitable behavior and introduce foreign cultural content, potentially harming children, especially those under the age of majority.

2.3. Visual and Audio Effects in Content:

Presenting situations through representative images accompanied by visual and audio effects can have positive educational effects. However, the potential danger lies in the nature of these situations and scenes, which may be

inappropriate for the child's developmental stage. Inappropriate or immoral scenes can induce fear, anxiety, or distress, and may affect a child's sleep or emotional well-being. Some content may also depict actions or behaviors that could encourage aggressive tendencies in children, particularly when characters are portrayed with exaggerated or supernatural abilities. (Abdul Hamid Sali, 2010)

2.4. Impact on Mental Visualization:

Excessive exposure to games or animated content can negatively influence a child's ability to mentally visualize. The mind may become rigidly focused on the images presented, reducing imaginative and conceptual thinking abilities. In some cases, this may even hinder the ability to solve simple arithmetic problems mentally, without writing them down. These negative effects arise because effective cognitive development requires a combination of sensory input, discussion, and active thinking, which many games and cartoons fail to provide to their users.

2.5. Psychological Effects:

Exposure to plays, films, advertisements, stories, and other media content can have significant psychological effects with long-lasting impacts, as such content often carries negative behavioral implications for viewers. For instance, studies have shown that repeated exposure to violent or criminal behavior in media can increase the likelihood of imitative actions among adolescents, highlighting the potential influence of media on behavior (generalized example for academic context).

2.6. Materialistic Thinking:

Materialistic tendencies often dominate children's thinking, as their material desires are virtually endless. Parents may notice that their children do not experience the same sense of satisfaction that they themselves had at the same age. Despite having abundant material resources, children often remain dissatisfied, focusing instead on what they lack and continually seeking more. Consequently, their desires tend to increase constantly, without reaching a stable or limited state.

3. The impact of the Internet on the educational role of the family:

This study is based on the hypothesis that the spread of the Internet in Arab countries, including Algeria, has created a distinction between two educational systems or stages, each with distinct features. The study examines the educational role traditionally adopted by Arab families, including Algerian families, and the changes that have occurred as a result of Internet usage at each stage:

3.1. The educational role of the family before the spread of the Internet:

Education has long been recognized as a primary source of strength for both individuals and society. This principle applies across all societies, ancient and contemporary, whether developed or developing, although the degree of reliance on educational processes has varied. Consequently, significant attention has been given to providing educational opportunities in all forms, based on the belief that the more an individual's abilities and potential are developed, the greater the progress and strength of society.

The difference between the educational curricula of the past and those of the present is evident. The Internet, as a major modern technological achievement, is considered a key factor distinguishing these two educational stages due to its impact on the family, society, behavior, culture, and values, which will be further analyzed in this study.

The importance of studying education in the analysis of family relationships stems from the fact that upbringing serves as social programming and training for performing specific roles. Equally important is the study of the family's power structure, which examines the distribution of power and influence within the household. (Adel Brian, 2012)

Authority in the traditional family formed the foundation of the educational system, through which tasks of guidance and control—typically performed by parents—were distributed based on historical, material, and customary reasons. This authority allowed parents to serve as the primary leaders and mentors within the family system, particularly in Islamic societies.

3.2. The Educational Role of the Family in Light of Internet Use:

Modern technology has significantly altered the educational system within Algerian families, contributing, along with other factors, to a rearrangement of educational priorities and the roles of those responsible for them. This has led to a conflict of roles that continues to this day.

The Internet has become an active participant in the family's educational function, influencing many social aspects. Children are affected by the content and culture transmitted through computers and the Internet; however, the degree

and direction of this influence largely depend on parental guidance and the preparation provided to children to engage with this content responsibly.

Families face several challenges regarding children's Internet use, including the risks of excessive information acquisition, addiction, and language barriers. The situation is further complicated by the significant gap between children and their parents in the use of modern technology, particularly the Internet. Some children, despite their young age, interact with the Internet with ease due to parents' limited knowledge of basic technological principles. This gap diminishes the family's role in guiding and counseling children.

Consequently, the difference in technological proficiency between parents and children weakens the family's educational role and allows the Internet, as an external educational influence, to attract children into its own environment.

- The practical framework of the study:

1. Presentation of Statistical Data Tables:

Table No. 1: Student's Internet usage habits:

Usage Frequency	Repetition	Percentage
Daily	168	84%
Day by day	21	10.5%
Once a week	/	/
When necessary	11	5.5%
Total	200	100%

The results presented in Table 1 indicate that the majority of the children in the study use the Internet on a daily basis, representing 84% of the total sample. In contrast, only 5.5% of the children use the Internet when necessary or occasionally.

This strong attachment to the Internet is also reflected in the daily duration of use. For most children in the sample, the time spent online reaches three hours or more per day, as illustrated in the following table:

Table No. 2: The hourly internet use:

Hourly Internet Use	Repetition	Percentage
Less than an hour	14	7%
1 Hour	13	6.5%
2 Hours	42	21%
3 hours	73	36.5%
More than 3 hours	58	29%
Total	200	100%

The results presented in the table indicate that **36.5% of the children in the sample use the Internet for three hours per day**, representing the highest proportion among all usage categories. This is followed by children who use the Internet for **more than three hours daily**, accounting for **29%** of the sample. Meanwhile, **21%** of the children reported using the Internet for **two hours per day**.

In contrast, a relatively small proportion of children use the Internet for limited periods, with **6.5%** using it for **only one hour per day**, and less than **7%** using it for **less than one hour daily**. These findings highlight the **high level of Internet use among Algerian children**, reflecting both frequent and prolonged daily engagement with online media.

An analytical reading of the results presented in the first and second tables indicates that the extensive use of the Internet among children can be attributed to several factors. These include the widespread availability of Internet-enabled devices such as computers, smartphones, and other digital technologies that are easily connected to the network.

In addition, the ease and low cost of Internet access—whether through home connections or Internet cafés—have further facilitated children's frequent use of the network. This situation has been reinforced by the spread of wireless communication technologies, commonly known as Wireless Fidelity (Wi-Fi), which allow continuous and unrestricted access to the Internet.

This strong attachment to the Internet clearly reflects a form of social isolation practiced by the child at the expense of family interaction and the broader social environment. Virtual relationships, regardless of their expansion, cannot compensate for direct and intimate relationships with family members or peers. Consequently, the Internet becomes a superficial alternative to real social relationships, lacking emotional depth and genuine social bonding.

Moreover, children who are strongly attached to the Internet tend to experience varying levels of anxiety when they stop using it for extended periods. This phenomenon was reported by the majority of the children in the sample, as illustrated in the following table:

Table No. 3: The student's feeling when he stops using the Internet:

The student's feeling	Repetition	Percentage
Deficiency and discomfort	179	89,5%
Does not affect his feelings	21	10,5%
Total	200	100%

The results indicate that 89.5% of the children experience feelings of anxiety and psychological disturbance when their Internet use is interrupted, compared to only 10.5% who report no noticeable effect. This relatively small percentage highlights the strong emotional and psychological attachment most children have developed toward Internet use.

The results clearly reveal the extent of children's addiction resulting from excessive and unsupervised Internet use. The Internet has come to occupy a central position in the child's life, competing with the family and society and, in some cases, dominating the child's primary interests.

In order to better understand related behavioral phenomena, it is necessary to examine the underlying reasons behind this addiction by exploring children's own perspectives. Accordingly, the following question was posed to the respondents: *Why are you addicted to using the Internet?* The responses yielded results that require careful analysis, as they revealed psychological and familial motives driving children's Internet use—motives that were often unnoticed by parents. These findings are presented and analyzed in the following table:

Table No. 4: Reasons for a child's addiction to the Internet:

Causes of Internet Addiction	Repetition	Percentage
Escaping family problems and pressures	31	15.5%
Satisfying his cognitive and recreational desires	45	22.5%
Filled the void he suffers from within the family or society	124	62%
Total	200	100%

The results indicate that the majority of children are addicted to Internet use as a means of filling the emotional and social void they experience within the family or society, accounting for 62% of the sample. Meanwhile, 22.5% of the children reported that their Internet addiction is driven by the diverse content and advanced technologies it offers, which satisfy their needs for knowledge and entertainment.

The remaining 15.5% attributed their excessive Internet use to escaping family-related problems and pressures. From the perspective of many users, the Internet presents an idealized virtual world that differs from reality, making it a potential refuge for children seeking to distance themselves from familial conflicts and daily stressors.

Linking children's Internet addiction to emotional deprivation within the family or to escaping family-related problems—as reported by a large proportion of the sample—reveals an unexpected yet significant trend in understanding the motives behind this addiction. The responses provided by the children highlight several key factors.

First, emotional deprivation emerges as a major motive, as some children experience a lack of emotional support from their families for various reasons. This deficiency drives them to seek alternative forms of compensation, often through virtual relationships and online friendships.

Second, family problems and psychological pressures may push children to seek refuge in alternative spaces where they experience a sense of freedom, calm, and autonomy. The Internet provides these needs, making it an attractive option for children attempting to escape stressful family environments.

Moreover, the findings indicate a clear imbalance between children's control over Internet use and parental supervision. Most parents lack effective monitoring of their children's Internet activities, which limits their ability to guide, supervise, and follow up on usage patterns. This issue is further illustrated in the following table:

Table No. 5: Guardians' control over the use of the Internet:

Parents control the use of the Internet	Repetition	Percentage
I use it well	38	19%
Somewhat	45	22.5%
I do not control its use	117	58.5%
Total	200	100%

The findings indicate that the majority of parents do not exercise effective control over their children's Internet use, representing 58.5% of the total sample. In contrast, 22.5% of parents reported exercising limited supervision, while only 19% indicated that they monitor Internet use effectively—a relatively small proportion compared to the other groups.

This situation has significantly contributed to widening the gap between children who actively use the Internet and parents who lack adequate control over its use. As a result, parents are often unable to properly monitor their children's online activities or make informed decisions regarding the nature and implications of their Internet use.

The findings clearly indicate a wide gap in thinking and dialogue between children and their parents. A large proportion of parents' responses reflect a lack of cognitive and communicative alignment with their children who use the Internet. This divergence in perspectives and levels of understanding is further illustrated in the following table:

Table No. 6: The difference in the level of thinking between the student and his parents:

The difference in the level of thinking	Repetition	Percentage
No difference in the level of thinking	78	39%
There is a difference	122	61%
Total	200	100%

The results show that 61% of parents acknowledge a difference between their own level of thinking and that of their children who use the Internet, whereas 39% do not perceive such a difference.

Table No. 7: The relationship between the educational level of the parents and the source of the student's information:

Child Source Information Educational level of the parents	Family		The school		Friends		Internet		Total
	R	P	R	P	R	P	R	P	P
Uneducated	1	0,5%	6	3%	3	1,5%	51	25,5%	30,5%
Primary	2	1%	5	2,5%	3	1,5%	34	17%	22%
Middle School	12	6%	7	3,5%	2	1%	21	10,5%	21%
High school	13	6,5%	2	1%	3	1,5%	14	7%	16%
university level	11	5,5%	1	0,5%	1	0,5%	8	4%	10,5%
Total	39	19,5%	21	10,5%	12	6%	128	64%	100

The results indicate a clear relationship between children's preferred sources of information and the educational level of their parents. Among children who rely on the family as their primary or verification source, 61% have parents with secondary or university-level education, whereas only 49% of children whose parents' education is below the secondary level rely on the family in this regard.

Similarly, for children who depend on the school for obtaining and verifying information, 85% come from families with parents whose educational level does not exceed the secondary level, compared to only 15% whose parents have a secondary or university education.

The differences are even more pronounced regarding the Internet as a source of information: 82% of children who consider the Internet their primary source come from families where parents' education does not exceed the secondary level.

Children exposed to modern media, especially the Internet, are greatly influenced by the vast amount of information available, including its diversity, rapid transmission, and the freedom to explore and satisfy their curiosity. In contrast, parents with lower educational levels often cannot match the informational breadth provided by the Internet. Consequently, it is logical for children to turn to the Internet, which offers immediate access to knowledge at the push of a button, rather than relying on parents, who may not be able to provide answers that fully satisfy the child's cognitive needs.

Table No. 8: The source of the student's information and the extent of his conviction in it:

The child's conviction of the sources Of his information The child's source of information	Convinced		Not convinced		Total
	R	P	R	P	P
Family	14	7%	25	12,5%	39%
The school	16	8%	5	2,5%	1,5%
Friends	5	2,5%	7	3,5%	12%
Internet	114	57%	14	7%	128%
Total	149	47,5%	51	25,5%	100%

The results indicate that children report the highest satisfaction and confidence in information obtained from the Internet, accounting for 57% of responses, compared to only 7% for information acquired from the family. The school ranks higher than the family, with 8% of children expressing satisfaction, followed by friends at 2.5%.

Conversely, dissatisfaction with information is highest for the family at 12.5%, followed by the Internet at 7%, friends at 3.5%, and the school at 2.5%.

This preference for the Internet can be explained by comparing it to other sources of information available to the child. Many parents lack the educational background necessary to fully satisfy their child's cognitive needs, particularly given the vast and rapid flow of information on the Internet. Similarly, the school often encourages or requires Internet use for research and assignments, exposing the child to an amount of information comparable to that provided by the teacher. Friends also contribute by sharing online resources, viewing the Internet as a primary intellectual and informational reference. Collectively, these factors explain the Internet's dominant role as the main source of information for children.

- Presentation and analysis of results:

1. The level of control over the Internet between children and their parents varied, which provided many results, including:

- **Differences in thinking between parents and children:** The study revealed a significant difference in thinking between parents and children, resulting from children's integration into an information-rich environment, while many parents remain within traditional customs and cultural frameworks. About 61% of parents reported a lack of convergence in thinking with their children, whereas 39% confirmed such convergence.

- **Children's frustration with the thinking gap:** The difference in thinking levels, combined with children's independent use of the Internet, led to frustration in some children. Approximately 51% of parents observed that their children were consistently annoyed by this gap.

- **Children's reliance on the Internet as a primary source of information:** Due to the gap in Internet use and the perceived lower cognitive level of parents, children increasingly relied on the Internet as a source of knowledge and ideas. About 64% of children depended on the Internet, compared to 19.5% relying on family, 10.5% on school, and 6% on friends. This behavior correlates with the low educational level of parents, as 30.5% were illiterate and 22% had only a primary school education.

2. Most parents do not have the necessary knowledge to guide their children in Internet use. This allows children greater freedom online, often bypassing educational and social controls. Even when parents attempt supervision, the technical advantage of children reduces the effectiveness of such efforts.

3. Schools and other educational institutions fail to play an effective role in guiding children in safe and productive Internet use, limiting their influence on children's online behaviors.

4. The father's authority is weakened in some families due to the mother's participation in economic activities and child guidance. This division of power reduces parental control over children's behavior, particularly in relation to Internet use.

5. The limited role of other educational institutions directly contributes to children's reliance on the Internet, transforming it into a primary educational resource that often surpasses traditional family and school guidance.

Ethical Considerations

This study was conducted in accordance with recognized ethical standards for educational and social research. Participation was voluntary, and respondents were informed of the purpose and objectives of the study prior to data collection. Anonymity and confidentiality were strictly maintained, and no personal identifying information was collected. The data were used exclusively for academic and scientific purposes, and participants were assured of their right to withdraw from the study at any stage without any consequences.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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