The Negative Social Effects of Using Artificial Intelligence Programs and Applications on the Smartphone - A Cultural Study in Digital Sociology

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Abstract

The study aimed to find out "the negative social effects of using artificial intelligence programs and applications on the smartphone from the point of view of Ajman University students in light of some variables: the type of programs used, the number of hours and periods of daily use," and was applied to a sample of (307) using the electronic form. She found that Ajman University students use more than one program and application on their smartphones at a greater rate than using a specific program and application, and it was less used for film programs and applications. D shows statistically significant differences in the measure and dimensions of the negative social effects of using smartphone applications attributed to the variable type of programs and applications in favor of the gaming and chat application except for after isolation. And for the variable of the number of hours of use of applications in favor of 7 hours or more, and there are no differences due to the variable periods of use (morning, evening, more than once) except after social problems. It recommended educating young people about the importance of using smartphone applications and programs as one of the developments of technological globalization, activating the role of social sciences and qualifying and training social workers and youth workers on how to deal with and reduce the negative effects of these applications and any new developments of technological globalization and harnessing them for their benefit and the interest of society.

Keywords: Artificial intelligence applications and programs, smartphone, technological globalization, negative social impacts, digital sociology

Introduction

Social media and artificial intelligence applications are easily available via mobile phones and tablets that allow easily uploading photos and videos to social media accounts as well as instant notification alerts for individuals. In addition, a social media design that allows continuous browsing has attracted many users and led them towards so-called social media addiction (Ayeni, 2019).

Due to the technical development, mobile phones have become one of the indispensable life requirements for young and old, as no human being can do without this means anywhere in the world and manufacturers have exploited this need and intensified efforts to provide various services starting from messaging, video and various social sites to other services that are

interesting and attractive. And to focus on the youth groups most using smartphone technology. Nelson Research tracked and analyzed mobile phone usage in North America, Asia, Europe, Latin America and the Middle East. It compiled significant findings with a report highlighting the employment of young people aged 15-24 (Ministry of Communication and Information Technology, 2020).

The mobile phone is the most widely used and widespread means, and it has great effects, especially the phenomenon of addiction and its serious effects that will leave repercussions on modern societies that require more caution and preparation, especially since modern societies have become living a double reality, which has produced very complex problems, which have occupied researchers and decision-makers, because of its social, psychological and economic effects (Al-Shaqra, 2014).

Due to the proliferation of devices and coverage of networks operating broadcasting anywhere, control over children has weakened, and there has become a lack of discipline in the use of social media, which has had positive or negative effects on the lives of individuals and their families. Aspects that have actually weakened are real-world social communication between individuals, spending more time with friends and families, and engaging with life more (Andreessen, et al., 2016).)Al Rawashdeh, A.Z., Al Arab, A.R., Nasser algahtani, N., Aldoy, M.I. 2020(

Due to the increasing dependence on Internet and mobile applications in the social and economic systems of human society, the importance of their use has increased recently, and it has become a fundamental pillar and with it our information and interactive capacity has increased, accompanied by the fact that relations are not stable, and it is difficult to predict in determining the effects of their use in the long term (Jentsch Bell, 1998). This technical programmatic revolution is in essence only a social and educational revolution in the first place, because with the emergence of information, the development of human resources becomes the decisive factor in determining the weight of countries, contemporary and future societies, and then education has become the problem and the solution. (Maliki, 1999, p. 20).

The follower of the process of development in the field of globalization of communication senses that as soon as a new communication or information technology appears, even the writings around it rush between praised and warned of it, desirable and repelled by it, and the era of the mobile phone was not spared similar to the eras that preceded it from the multiplicity of discourses and their variation and leads the discourse apprehensive of the effects of the era of mobile applications. Researcher Paul Virilio, who focuses on their negative repercussions on human values and social relations, refuting the argument that says there is a correlation between technical development and human and social advancement. The researcher "Dominic Wolton" is also classified within the critical current, but in a moderate and not sharp tone, as is the case with the previous one.

In contrast to this critical current of the penetration of the technological tide into the social fabric, another current emerges promising the advantages of mobile applications, given the positive effects that will be reflected on social life and the many colors of this spectrum of economists, politicians, social and researchers, including Bill Gates, Al Gore, and Nicolas Negroponte, where this team bets on it. As a sign of this era and the mechanism of human liberation from the old thinking templates, as it enters the virtual age (Al-Alawi, 2006).

From this, it is clear that technological globalization, specifically the applications of artificial intelligence on the mobile phone, has many functions on youth and society in all its aspects, hence

the importance of studying the social effects and the consequent negatives that accrue to the individual and society. Young people are the most frequent users of smartphone software. The study of Hong, Chiu & Huang (2013) revealed the relationship between psychological and social characteristics and smartphone addiction on a sample of (269) male and female students at Taiwan University, and the results indicated a positive and statistically significant relationship between the The results also found a negative and statistically significant relationship between self-esteem and smartphone addiction, and the results of regression analysis indicated that personal psychological characteristics predict smartphone addiction.

Mr. (2012) addressed the motives of the young people who are young and who are among the objectives of the study was to measure the effects of Internet use according to periods of use (morning, noon, afternoon, evening, there is no specific time), and the study was applied to (70) university students in Saudi Arabia, and the study revealed that the largest frequency came to students who do not use the Internet at a specific time, and then came In second place was evening use, and finally morning use. The results showed that those with a low level of education were the most likely to use the Internet without a specific time.

Al-Bashabsheh (2013) conducted a study aimed at identifying the motives of students' use of social networking sites and their satisfaction with the application (Facebook and Twitter), and the sample consisted of (214) male and female students, and the results indicated that the most important motives for the use of social networking sites were in the following order: the motive of communicating with parents and relatives, then entertainment and entertainment, then study goals, and then the search for childhood friends. While the most important gratifications that students seek to achieve through social media, it came in the following order: social gratification, then cognitive, then psychological gratification.

The study of Madi (2013) aimed to identify the effects of the mobile phone on the patterns of social communication among university students, and found that the mobile phone has created new ways of communication for students, represented in communication through calls and written messages, and the university student's uses of the mobile phone are predominantly negative, as the mobile phone contributed to reducing parental control over hisson, and the student's exploitation of the mobile phone in falsifying information about his whereabouts, in addition to decreasing the emotional dimension in social dealings.

Al-Hilat (2016) conducted a study aimed at identifying the addiction to the use of smartphones and its relationship to the thinking styles of outstanding and academically provoked students at Princess Alia College, and the sample consisted of (111) outstanding students and (206) warning students, and the study found that the warning students were more addicted to smartphones than outstanding students, and the results indicated that there is a relationship and differences in the relationship between mobile phone addiction and thinking styles between outstanding students and warnings, and the differences in the relationship were in favor of outstanding students. In the two styles of thinking (hierarchical and judicial), the differences were in favor of the warning students in the methods (minority, internal, and local).

The study of Al-Harith and Al-Shraideh (2016) aimed to identify the attitudes of university students towards social networks and their psychological and social effects, and the sample reached (224) male and female students in the humanitarian and scientific colleges at Qassim University in Saudi Arabia, and the study found a positive and statistically significant correlation between male attitudes towards the Internet with the average monthly use. While the study did not find a statistically significant relationship between the two variables in females.

Hanoune (2017) conducted a study aimed at identifying the extent to which the use of social networking sites affects the values of citizenship among Algerian youth, by identifying the extent of their use, the extent of their contribution to spreading the values of citizenship among them, and their positive and negative repercussions on their citizenship values, and the researcher relied on the sample survey methodology, applying to a sample of young people using social networking sites, amounting to 354 individuals who were selected by the available sample method, and an electronic questionnaire was designed to collect information, and then analyze it. The study concluded that several the most prominent results are that Algerian youth always use social networking sites, and this use reflected positively on the values of citizenship by participating in the formation of the modern state, a sense of identity, and negatively by consecrating negative citizenship and material citizenship.

Simsek, Elciyar & Kizilhan (2019) conducted a study aimed at comparing the addiction of high school and university students to social networking sites in Turkey, and the sample consisted of (700) male and female students, and the results found that females were more addicted than males, and high school students were more addicted than university students, and the results revealed that the highest association was between relapse and conflict. The correlations between the dimensions of social media addiction are at medium or high levels, the results indicated. pointed out that the highest correlation in the dimensions of addiction was between relapse and conflict.

Samia Mohamed Abdel Nabi (2022) also pointed out in her study on smartphone use and the Covid-19 pandemic that children, adolescents and university students increased smartphone use during the Covid-19 pandemic, resulting in serious consequences on the physical, psychological and social side, causing increased isolation and social distancing.

Najla Raslan's study (2022) aimed to investigate some psychological and social variables that may predict smartphone addiction for the age group (25-60) years of males and females, and the questionnaire was used to collect information from (585) participants and concluded that there are eight variables that may predict smartphone addiction, and they are in order: office work, high social level, increasing hours of use for 6 hours per day, lack of children, stress, loneliness, and an increase in scanning times more than twenty times a day, and that there are no differences statistically significant between males and females in the level of smartphone addiction, and that the rate of smartphone misuse reached (35%) while the rate of addiction reached 14.5%) of the total participants in the study, and one of the best applications used on the smartphone is Facebook and then games, while the percentage of preference for the YouTube application is lower for females than males.

We conclude from the analysis of previous studies, whether Arab or foreign, how important it is to study the negative social effects of using artificial intelligence programs and applications on the smartphone from the point of view of Ajman University students, which is a reflection of the scientific and technological revolution, or what we can call the digital revolution, and it is noted that the vast majority of these studies have focused on university youth as the most social groups using these programs and applications and more affected by them. These studies dealt with a variety of topics that focused on Most of them are: The impact of the use of social networking sites and smartphone applications on university youth and addiction to them and their impact on the values of citizenship and its relationship to thinking styles. The vast majority of studies have relied on the descriptive analytical method, the social survey methodology and the questionnaire as a tool for collecting field data. Among the most important results of these studies: that personal psychological characteristics predict smartphone addiction and the existence of a positive and

statistically significant relationship between social extroversion, anxiety and addiction to smartphone use, and the results also found a negative and statistically significant relationship between self-esteem and smartphone addiction. And that the most important motives for using social networking applications were in order as follows: The motivation of communicating with parents and relatives, then entertainment and entertainment, then study goals, then searching for childhood friends. While the most important gratifications that students seek to achieve through social networking applications were in the following order: social satisfaction, then cognitive, and then psychological gratification. The mobile phone has created new ways of communication for students, represented in communicating through calls and written messages, and the university student's uses of the mobile phone are predominantly negative, as the mobile phone contributed to reducing parental control over children, and the student's exploitation of the mobile phone in falsifying information about his whereabouts, in addition to decreasing the emotional dimension in social dealings. And that the warning students were more addicted to smartphones than the outstanding students, and the results indicated that there is a relationship and differences in the relationship between the addiction to the use of mobile phones and thinking styles between the outstanding and the warning students, and the differences were in favor of the warning students. And that Algerian youth always use social networking sites, and this use reflected positively on the values of citizenship by participating in the formation of the modern state, a sense of identity, and negatively by consecrating negative citizenship and material citizenship. Females were more addicted than males, and high school students were more addicted than college students, and the results revealed that the highest association in the dimensions of addiction was between relapse and conflict. The correlations between the dimensions of social media addiction are at medium or high levels. There are eight variables that may predict smartphone addiction, including: increasing the hours of use for 6 hours a day, loneliness, and increasing the times of scanning more than twenty times a day, and that there are no statistically significant differences between males and females in the level of smartphone addiction, and that the percentage of smartphone misuse reached (35%) of the total participants in the study, and one of the best applications used on the smartphone is Facebook and then games, while the percentage of preference for the YouTube application is lower for females than males. Females were more addicted than males, and high school students were more addicted than college students, and the results revealed that the highest association was between relapse and conflict. The results also indicated that the highest correlation in the dimensions of addiction was between relapse and conflict.

Based on this, the importance of the current study, which mainly aims to identify the negative social effects of using artificial intelligence programs and applications on the smartphone, comes through a field study of a sample of Ajman University students. It is thus considered one of the first studies to address such topics in the UAE society. Hence, it is possible to benefit from the results of the studies that have been presented for comparison with the results of the current study, to identify the aspects of agreement and differences between them on the one hand, and also to benefit from The results of the study in formulating a set of procedural recommendations that can be used to guide and educate Emirati youth in general, and university youth in particular towards how to deal with these programs and applications and benefit from them, and avoid many of their negative effects, especially in the field of family, family and community relations.

Theoretical Introduction to the Study

This topic can be addressed within the framework of the basic statements from which some theories were launched, such as: the theory of cultural implantation, the theory of symbolic

interactionism, and functional constructivism, and we can briefly present the most important statements of these theories in an attempt to benefit from them in formulating a theoretical vision from which to proceed in analyzing the data of the current study.

1- Cultural Implantation Theory: This theory aims to provide young people with attitudes and behaviors commensurate with their social role in order to facilitate the process of interaction and integration into their social life, and therefore, the continuous use of communication technology by young people represented in: mobile phone and the Internet, and watching movies presented via various satellite channels and interacting with them, affects their social reality and controls their symbolic world.

Implantation is a cultural process that leads to the creation of general concepts that unite responses to certain questions and situations, and are not linked to isolated facts and beliefs (Abu al-Yazid, 2012). The generational gap is thus widening, with a contemporary increase in the speed of information transfer, the development of communication tools and the pursuit of new generations. These changes are taking place at a faster rate than older generations have been experienced (Zayed, 2010: 96).

2- Symbolic Interactionism Theory: Symbolic interactionism stems from a basic saying: that social life and its processes, phenomena and accidents are only a complex network of the fabric of interactions and relations between individuals and groups that make up human society, and therefore, social life can be understood and absorbed its real manifestations by looking at the interactions that occur between individuals. These interactions have objective and subjective motives and their effects on individuals and groups. Symbolic interactivity stems from several pillars to analyze the interaction process Social, represented by social rules, which are what people are accustomed to practicing of behaviors, and therefore, rules are considered as one of the organizations of human behavior, and they are also one of the social manifestations that determine the behavior of the individual and his orientation in his association with others and with other social groups (Al-Hassan, 2005: 65-86).

3 - Functional Constructivism: Functional constructivism is among the most important modern theoretical trends in sociology, and the theory is based on a set of basic theoretical statements that explain social construction, as it represents a social pattern that includes a set of social sub-patterns, each of which performs specific functions in order to keep the larger social system in a state of stability, parallelism and integration, and that if a dysfunction occurs in any of these sub-systems, it leads to a defect in the functions of social construction in general (Karki & Gartoulla, 2015,92-93; Esther & Christianal, 2014, 351-352).

Functional constructivism believes that artificial intelligence programs and applications on the smartphone have made the relationships of individuals more intertwined and dependent on each other, much more than those relationships were before, as each individual lives in the backyard of the other, as the network of interconnections and social, political and economic junctions whose lines intersect and transcend borders have a decisive impact on the individuals involved in them. Today, we live in a world where interdependence with others is increasing, even if the other parties in this entanglement are thousands of miles away from us. Thus, functionalism believes that with the growing technological convergence in speed between media, computer technology and communication, the era of information media has begun, as the means of communication and media are no longer the traditional means that are slow to reach and influence people, but rather have multiple types of audio, visuals, texts and data that reach millions of people around the world through high-speed information and the ability to influence (Al-Harthy, 2014: 128).

In light of the above, the problem of the study comes to research the topic: the negative social effects of using artificial intelligence programs and applications on the smartphone from the point of view of Ajman University students in light of some variables (type of applications, duration of use, and period of use) as one of the interesting topics with its problems and psychological, social and scientific dimensions, as it is one of the important variables that will determine the features of the future picture of the lives of our youth and Arab societies. This is what we will address in this research, which consists of three basic frameworks: the methodological framework, the theoretical framework and the applied framework.

The Importance of the Study: At the theoretical level, it can be said that the topic, due to its importance, especially the increasing rates of users of artificial intelligence programs and applications on the smartphone, needs more studies and field research to reveal the repercussions of excessive use of these sites, not only at the individual and family levels, but also at the societal level in general as one of the interesting topics with its problems and psychological, social and scientific dimensions, as it is one of the important variables that will determine the features of The future picture of the lives of our youth and Arab societies. This is what we will address in this research, which consists of three basic frameworks: the methodological framework, the theoretical framework and the applied framework. .And the importance of the study at the applied level, where it is possible through the field study to reach a set of results that may contribute to the formulation of some recommendations and procedural proposals to benefit from them in guiding young people, especially university students and families, towards rationalizing the use of artificial intelligence programs and applications on the smartphone, in order to reduce their negative effects on users, their families and society in general. This research benefits social workers because its results can contribute to finding mechanisms for dealing effectively with individuals.

In addition, the research derives its importance from the following points:

1. Addressing a new topic worthy of importance is the negative social effects of the use of artificial intelligence programs and applications on the smartphone from the point of view of Ajman University students, who constitute the future structure of the UAE society and the Arab society.
2. Focusing on the social aspects of the study of the phenomenon provides a more holistic view than single-disciplinary research.
3. The importance of research and field study is shown by the increasing increase in the rates of youth use of smartphones and immersion in the new virtual environment and its negative effects and repercussions.
4- The research embodies in its applied framework, the nature of the relationship between real reality and virtual reality for young people in the UAE society, by surveying a sample of users of artificial intelligence applications on smartphones and showing the extent to which, they are affected by the programs and applications they see in these devices.

Objectives of the Study

The Study Aims to Identify

1- The most commonly used artificial intelligence programs and applications for Ajman University students on asmartphone.
2- The negative social effects of using artificial intelligence applications on the smartphone vary according to the type of programs and applications that Ajman University students follow.

3- The negative social effects of using artificial intelligence applications on the smartphone vary according to the number of hours and periods of daily use for Ajman University students.

Study Questions

1- What are the most commonly used AI programs andapplications for Ajman University students on smartphones?
2- Do the negative social effects of using artificial intelligence applications on smartphones vary according to the type of programs and applications that Ajman University students follow?
3- Do the negative social effects of using artificial intelligence applications on the smartphone vary according to the number of hours and periods of daily use for Ajman University students?

Procedural Definitions

Artificial Intelligence Applications and Programs on the Smartphone

The degree obtained by the sample members through their choice of applications and programs that they follow on the study tool, which includes: chat, scientific programs, games B, movies, and more than one program and application.

Negative Social Effects of Smartphone Use

The degree to which respondents obtain through their response to the study tool on negative social influences, which includes four dimensions: social attachment, social isolation and lack of social skills, and social problems.

Limitations of the Study

The study is limited to students of the College of Humanities and Sciences and the Faculty of Mass Communication registered during the first semester of the academic year 2022-2023.

Study Methodology and Procedures

The current study used the causal comparisons approach to compare the levels of variables (type of programs and applications, and the number of hours of use) in the variable of the negative social effects of using artificial intelligence applications, in order to fit this approach with the objectives of the study.

Study Sample

The sample consisted of (307) male and female students, including 136 males, 171 females, in the faculties of humanities and sciences (167 male and female students) and media (140 male and female students), where the sample was selected by the available sample method. Students wishing to participate in the study were asked to participate in the study through the announcement via WhatsApp groups for the courses to ensure the participation of a sufficient number and in an optional manner, as was announced by the researchers studying in the two faculties, and asked them to ask their colleagues to participate in the research. After receiving

many responses from the students about their desire to participate, an electronic link was sent to the electronic study tool programmed on Google Drive to WhatsApp groups related to the courses in the two colleges by researchers and collaborating teachers.

Study Tool

The study tool was designed according to its objectives and based on previous standards and studies such as (Al-Harith and Al-Sharida, 2016; Hong, et al., 2013), and it was also based on the scientific standards used by previous studies, and the study tool consisted of three axes consistent with the variables of the study as follows:

The first axis: aims to measure the time and periods of daily use of applications and programs. The sample members are required to determine the time and period of daily use, and it consists of two components:

1- Number of hours of daily use (less than 4 hours, 4-6 hours, 7 hours and more).
2- Daily usage periods (morning, evening, all times).

The second axis: aims to measure the types of programs and applications used (scientific, chat, movies, games, more than one application), and the sample members are required to determine the types of programs and applications they use.

The third axis: aims to measure the negative social effects of using artificial intelligence applications on the smartphone, and the axis included in its initial form (40) paragraphs, while its final vision included (37) paragraphs after verifying the honesty procedures. Each paragraph is followed by 5 alternatives (strongly agree, agree, neutral, disagree, strongly disagree) and the respondents are required to choose one alternative for each paragraph, and it was distributed on four dimensions:

1- Social isolation (11) paragraphs.
2- Lack of social skills (12) paragraphs.
3- Social problems (8) paragraphs.
4- Excessive attachment (6) vertebrae.

Honesty Procedure

The study tool was built, which included the three axes, and the apparent honesty was verified by presenting the three axes of the questionnaire to 10 arbitrators from Ajman University professors in the disciplines of psychology, sociology and media, and the standard 8/10 was adopted to accept the paragraph and the axis, and the three axes received a 10/10 agreement ratio, while the paragraphs in the third axis ranged from 9/10 - 10/10 to (38) paragraphs out of (40), while two paragraphs obtained an agreement ratio of 6/10 and 7/ 10, resulting in their deletion.

The validity of the axis was verified by the factor validity method through the use of varimax-rotation factor analysis in order to verify the factor structure of the list and extract the explainable factors. The "Get man" criterion was adopted to determine the number of factors (intrinsic factor $\geq +1$), while the saturation criterion of the paragraph with the latent factor (Eigenvalue) was set at (0.3) approximately. The analysis produced 4 factors before recycling and after rotation, and Table (1) shows the results of the factor analysis after recycling in descending order according to their degree of saturation.

Table (1): Matrix of Rounded Factors and Paragraph Saturations on Dimensions Negative Social Effects of Using Artificial Intelligence Applications.

Paragraph number	Paragraph	Dimensions			
		1	2	3	4
11	My use ofsmartphone applications and programshas kept me away from the people around me	0.79			
21	Using smartphone apps and software reduces the participation of friends and family on many occasions	0.78			
22	I prefer to use my smartphone apps more than sitting with friends and visitors	0.76			
20	I prefer to spend free time using my smartphone than sitting with parents.	0.72			
19	I think being among people reduces my privacy in using my smartphone.	0.69			
18	I miss real friends actually because of my constant busyness with my smart phone	0.67			
10	I get annoyed by participating in group activities because it keeps me away from using my smartphone	0.66			
33	Usingmy smartphone apps helps me get rid of the lonely life I feel	0.65			
6	Using my smartphone apps gives methe opportunity to practice a new social life better than my traditional life	0.62			
5	Usingmy smartphone apps helps me get rid of traditional social obligations	0.57			
4	I follow programs and applications from the smartphone because it compensates me for friends in real life	0.51			
32	I am more honest with those I deal with with others by smartphone than face-to-face.		0.77		
16	I prefer smartphone connections with others because I can stop them at any time, unlike face-to-face contacts.		0.71		
17	I prefer to talk about my feelings to others via smartphone than to face		0.70		
29	I find it easier to maintain relationships with friends on the virtual internet than face-to-face relationships		0.70		
28	I prefer to talk about my problems with others via smartphone than to face		0.69		
31	I prefer smartphone communication because I can determine the topics and times of the intervention, other than those that take place face-to-face		0.69		
9	I feel more powerful when I talk withmy smartphone to others than in reality		0.68		
30	I follow programs and applications from the smartphone because it gives me the opportunity to meet new friends better than reality		0.66		
27	Smartphone software andapplications allow me to get to know a partner I didn't find in my traditional social environment.		0.65		
3	I use my smartphone apps it helps me overcome the shyness and hesitation factors in my traditional life		0.61		
34	I use my smartphone apps they help me get support and admiration from others about what I post		0.60		
2	I want to make real friends through the use of my smartphone software and apps that don't actually exist		0.50		
26	My constant use of apps in my smartphone leads to problems with my family and friends			0.71	
24	Using a smartphone helps me continue to live better when I say or do something wrong with other people,			0.71	
36	I miss the love of my family because of my continuous use of my smartphone programs and applications			0.68	
1	Other people avoid approaching me because I am constantly busy with my smartphone			0.67	
23	Use smartphone software andapps to get rid of family problems			0.66	
7	I use smartphone software andapplications to discuss my problems with my friends in the network			0.63	
25	Use smartphone software and applications to get rid of my family's accountability for me, their anger at me and their constant reprimands against me.			0.60	
37	Using software and smartphone apps helps me toget rid of bullying, ridicule and some people's annoying behavior.			0.59	
12	Using smartphone programs and applications makes me feel happier and more psychologically comfortable than dealing with others				0.74
8	I check my smartphone constantly so I don't miss conversations with other people on Twitter or Facebook.				0.71
14	People around me tell me that I use my smartphone a lot.				0.70
15	My smartphone is the most important thing in my life.				0.65
13	I don't care if I have disagreements with my family (or friends) over using my smartphone because it's personal.				0.59
35	I feel lost in this world without using my smartphone apps and software				0.57
	Contrast	68.4	4.8	4.3	3

It is clear from Table (1) that (80.5) of the total variation of paragraphs is explained, which is an acceptable percentage, and there is no negative saturation of paragraphs with factors. The first worker received (68.4%), the second worker (4.8%), the third factor (4.3%), and the fourth worker (3%)). The largest values were adopted for each factor, so the first factor produced saturation (11) paragraphs and was about social isolation, and the second factor produced saturation (12) paragraphs with the factor and focused on the lack of social skills, while the third factor produced saturation (8) paragraphs focused on social problems, while the fourth factor produced saturation (6) paragraphs and focused on excessive attachment.

Stability of the Study Instrument

The stability coefficients of the tool were extracted after applying it to a sample of 65 male and female students from Ajman University, and two methods were used, namely the test-retest for the three axes of the tool, and with a difference of two weeks between the first and second applications, and the internal consistency method was used by calculating the Cranbach alpha coefficient for the third axis of the tool, and Table (2) shows the results.

Axis	Dimension	Return method	Cronbach Alpha
First: Number of hours and periods of use		.879	-
Second: Type of programs and applications		.790	-
Third: The negative social effects of using artificial intelligence applications	Social isolation	.842	.915
	Lack of social skills	.810	.896
	Social problems	.843	.941
	Excessive attachment	.787	.821
The third axis is total		.839	.934

It is clear from Table (2) that the three axes of the instrument obtained high stability coefficients by the repetition method, and very high by the internal consistency method, which indicates the validity of the study instrument for measurement.

Study Procedures - The following procedures were applied:

- Intentional selection of the sample and optional announcement to participate in the study through WhatsApp groups for courses, research professors, and collaborating professors in the faculties of science and humanities and sciences.
- Preparing the study tool and extracting its honesty and stability coefficients.
- Obtain the approval of the Ethics Committee at Ajman University to apply the study tool.
- Preparing the electronic questionnaire on the Google Drive website.
- Distributing the electronic questionnaire link to WhatsApp groups for courses.

Results of the Study

Results of the First Question - What are the most Used Artificial Intelligence Programs Andapplications for Ajman University students **on smartphone** answer this question, the frequencies and percentages of the answer to this question were calculated, and the following table shows the results.

Table (3): Percentages and Frequencies of AI Programs and Applications Followed by Ajman University Students on Smartphones.

Type of Programs and Applications	Iteration	Rate %	Rank
Scientific	52	16.9	3
Chat	59	19.2	2
films	44	14.3	5
Games	46	15	4
More than one program andapplication	106	34.5	1
Total	307	100%	

It is clear from Table (3) that the most used programs and applications for the study sample were more than one program and application, then chat programs, then scientific programs, then games, and finally movies. These results indicate that Ajman University students use different programs and applications in high proportions without having specific preferences for the most used programs. The use of more than one application may be due to the diversity of interests of students, while the use of chat programs may be due to their use to communicate with friends and classmates in groups for courses, parents, etc., while the use of scientific programs is due to the nature of the university stage and the requirements for obtaining scientific information. This is consistent with the results of Abdelnabi (2022) study on smartphone use: referring to the increased use of smartphones by children, adolescents and university students, this resulted in serious consequences on the physical, psychological and social side, causing increased isolation and social distancing. and the study of Hanoune (2017), which indicated that Algerian youth always use applications and programs, and this use was negatively reflected in the consecration of negative citizenship and material citizenship. While the results of this study differ with the results of the study of Raslan (2022), which indicated It is one of the best applications used on the smartphone Facebook and then games.

The Results of the Second Question - Do the Negative Social Effects of Using Artificial Intelligence Applications on the Smartphone Differ according to the Type of Programs and Applications that Ajman University Students follow? To answer this question, the arithmetic averages and standard deviations of the dimensions of the social effects scale and the total score were calculated according to the variable of the type of programs and applications, and the following table shows the results.

Table (4): Arithmetic Averages and Standard Deviations of the Negative Social Effects of Using AI Applications on Smartphone according to Different Type of Programs and Applications.

Dimension	Statistician	Scientific	Chat	Films	Gaming	More than one application	Total
Attachment	Arithmetic mean	2.96	3.47	3.50	4.11	2.93	3.30
	Standard deviation	0.97	1.05	0.89	0.71	0.87	0.99
Isolation	Arithmetic mean	2.97	3.57	3.25	4.15	2.97	3.30
	Standard deviation	1.04	1.01	1.12	0.79	0.97	1.07
Lack of skills	Arithmetic mean	3.07	3.76	3.39	4.12	2.98	3.37
	Standard deviation	1.03	0.95	1.11	0.68	1.00	1.05
Social problems	Arithmetic mean	3.05	3.46	2.92	4.14	2.89	3.22
	Standard deviation	1.05	1.12	1.29	0.79	1.00	1.13
Total Grade	Number	52	59	44	46	106	307
	Arithmetic mean	3.01	3.57	3.27	4.13	2.94	3.3
	Standard deviation	0.99	1	1.03	0.71	0.9	1.02

It is clear from Table (4) that there are apparent differences between the arithmetic averages of the negative social effects of using artificial intelligence applications on the smartphone (four dimensions, the total score) according to the type of programs and follow-up applications, where the total arithmetic average of students who follow game programs came highest in dimensions and the total degree of negative social effects, while the total arithmetic average of students who follow more than one application came the lowest in dimensions and the total degree of negative social effects. This intersects with The previous result, which indicated that games are the fourth most used programs, while the use of more than one program was ranked first, and in this area, the results of the study of Hongqiu and Huang (2013) indicated a positive relationship between social extraversion, anxiety and smartphone use, and on the other hand,

there is a negative relationship between self-esteem and smartphone use, which means that social and personal characteristics predict addiction to smartphone use. To identify the significance of the differences in the total degree and dimensions according to the type of programs the following has been done:

First: Total Score Results according to the Type of Programs

One Way- ANOVA analysis was performed to verify differences in the overall score of negative social effects by type of software and application, and the following table shows the results.

Table (5): Analysis of the Single Variance of the Negative Social Impacts of Using Artificial Intelligence Applications on the Smartphone According to the Different Type of Programs and Follow-Up Applications.

Source	Sum of squares	Degrees of freedom	Average squares	F value	Significance level
Between groups	53.832	4	13.458	15.498	0.000**
Inside groups	262.251	302	0.868		
Total	316.083	306			

**Statistically Significant at Significance Level (α = .01).

It is clear from Table (5) that there are differences in the negative social effects of using artificial intelligence applications on the smartphone due to the programs and applications frequented by Ajman University students, where the calculated value of P was (15.498) with a significance level of (0.00), which is statistically significant at the significance level (α = .01). To identify the sources of these differences, the Scheffe test for dimensional comparisons was conducted, and Table (6) Shows the sources of differences for statistically significant values.

Table 6: Dimensional Comparisons of Sources of Differences in Social Impacts According to Programs and Applications Visited.

Source	Scientific	Films	More Than One Program and Application
Chat	* 55512*		* 62646.
Games	* 1.11645	* 86261*	* 1.18780

*Statistically Significant at Significance Level (α=.05).

It is clear from Table (6) that the differences in the negative social effects of using artificial intelligence applications on the smartphone were between chat programs and each of the scientific programs and more than one program and application in favor of chat programs, which indicates that frequenting chat programs has a negative social impact more than frequenting scientific programs and more than one program and application. It is also clear that the differences were in favor of gaming programs in the negative social effects compared to both scientific programs and movies and frequenting more than Program and application. In this regard, the study of Madi (2013) indicated that the university student's use of the smartphone is predominantly negative: it led to a reduction in parental control over children, and the student's exploitation of the phone in falsifying information about his whereabouts, in addition to decreasing the emotional dimension in social dealings. On the other hand, Samia Abdulnabi (2022) indicated that the increased use of the smartphone leads to serious effects on the physical, psychological and social aspect, such as isolation and social distancing. Najla Arslan's study (2022) also indicates an increase in the rate of misuse of smartphone applications, and the most commonly used applications are Facebook, then games, and then YouTube.

Second: The Results of the Scale Dimensions According to the Type of Programs Variable

One Way - MANOVA was performed to verify the significance of the differences in the arithmetic averages of the dimensions, and the following table shows the results.

Table (7): Analysis of Single Variate Variance of the Dimensions of the Negative Social Effects of Using Artificial Intelligence Applications on the Smartphone According to the Type of Number of Hours and Periods of Daily Use.

source	Dimension	Sum of squares	Degree of freedom	Average squares	P value	Significance
programs	Attachment	53.747	4	13.437	16.384	0.000**
	Isolation	55.072	4	13.768	14.159	0.000**
	Lack of skills	56.011	4	14.003	14.888	0.000**
	Problems	59.296	4	14.824	13.462	0.000**
Error	Attachment	247.676	302	0.820		
	Isolation	293.652	302	0.972		
	Lack of skills	284.050	302	0.941		
	Problems	332.550	302	1.101		
Total	Attachment	301.423	306			
	Isolation	348.724	306			
	Lack of skills	340.061	306			
	Problems	391.846	306			

**Statistically Significant at Significance Level ($\alpha = .01$).

It is clear from Table (7) that there are statistically significant differences in all dimensions of the negative social effects of using artificial intelligence applications on the smartphone according to the type of programs, where the value of p for the attachment dimension was (16.384), (14.159) for the isolation dimension, (14.888) for the social skills deficiency dimension, and (13.462) for the social problems dimension. All values were statistically significant at the significance level of ($\alpha = .01$) These results indicate that there is an impact of the type of programs that AU students follow on their attachment to devices rather than normal social relationships, increasing their isolation from others, in addition to their lack of interactive social skills, and increasing their social problems. To identify the sources of dimensional differences, the Scheffe test for dimensional comparisons was performed. The following table shows the results.

Table (8): Dimensional Comparisons of the Sources of Differences in the Dimensions of Social Impacts according to the Type of Programs and Applications.

Dimensions	programs	Scientific	Chat	films	More than one application
He climbed	Games	* 1.1494	* 6371·	* 6092.	* 1.1739
	Chat				* 5368*
	films				5647*
Isolation	Chat	* 5975.			* 6052·
	Games	* 1.1769*		* 8966.	* 1.1846
Lack of skills	Chat	6916.			* 7870*
	Games	* 1.0474	0.3558	* **	* 1.1429
Problems	Chat	* 5778*			* 5778*
	Games	* 1.0848	* 6708.	* 1.2155	* 1.2486

*Statistically Significant at Significance Level ($\alpha = .05$).

It is clear from Table (8) that the differences in the attachment dimension were in favor of going to games more frequenting scientific programs, chatting, movies and more than one application. It is also clear that the differences were in favor of frequenting chat programs compared to frequenting more than one application , and in favor of going to movies compared to frequenting more than one application.It seems from these results that diversity in the use of programs and applications through the use of more than one application is less in the negative social impact in attachment, isolation, lack of skills and social problems, and this may be due to the fact that diversity enriches the student's psychological learning aspects, reflecting positively on the social aspect, while the excessive focus on any application specifically may lead to negative social effects of use such as lack of skills, attachment and isolation... It reduces opportunities for real-world social interaction and deprives the individual of optimal social skills development.

Third Question- Do the Negative Social Effects of Using Artificial Intelligence Applications on a Smartphone Vary According to the Number of Hours and Periods of Daily Use among Ajman University Students? To answer this question, the arithmetic averages and standard deviations of the dimensions of the social effects scale and the total score were calculated according to the variables of the number of hours and periods of use, and the following table shows the results.

Table 9: Arithmetic Averages and Standard Deviations of Negative Social Impacts of Using AI Applications on Smartphone According to Number of Hours and Periods of Daily Use.

Dimension	Statistician	Number of hours of daily use			Periods of use			Total
		Less than 4 hours	4-6 hours	7 hours and more	In the morning	Evening	All times	
Attachment	Arithmetic mean	3	3.3	3.55	3.29	3.22	3.34	3.3
	Standard deviation	1.21	0.97	0.72	1.27	0.85	0.97	0.99
Isolation	Arithmetic mean	3.05	3.31	3.5	3.35	3.32	3.27	3.3
	Standard deviation	1.26	1.09	0.8	1.32	0.88	1.08	1.07
Lack of skills	Arithmetic mean	3.16	3.38	3.55	3.49	3.38	3.33	3.37
	Standard deviation	1.28	1.04	0.81	1.33	0.85	1.06	1.05
Problems	Arithmetic mean	2.98	3.29	3.34	3.46	3.25	3.11	3.22
	Standard deviation	1.3	1.1	0.99	1.32	0.92	1.17	1.13
Total	Number	89	111	107	56	96	155	307
	Arithmetic mean	3.05	3.32	3.48	3.4	3.29	3.26	3.3
	Standard deviation	1.24	1	0.77	1.29	0.84	1.01	1.02

It is clear from Table (9) that there are apparent differences between the arithmetic averages of the negative social effects of smartphone use according to the difference in the number of hours and periods of daily use, where the arithmetic means of students who use a smartphone from 7 hours came the highest in negative social effects, while the arithmetic average of students who use a smartphone less than 4 hours came the lowest. It is also clear from Table (8) that the arithmetic mean of use in the morning period was the highest while the arithmetic mean of use at all times was the lowest in negative social effects. In order to verify the significance of the differences in arithmetic averages on the total score and dimensions, the following has been done:

First: The Results of the Total Degree According to the Variables of the Number of Hours and Periods of Use

A single variance analysis (Two Way- ANOVA) was performed to investigate differences in the overall degree of negative social effects with different hours and periods of use, and the following table shows the results.

Table (10): Analysis of the Binary Variance of the Negative Social Effects of Using Artificial Intelligence Applications on the Smartphone according to the Type of Number of Hours and Periods of Daily Use.

Source	Sum Of Squares	Degrees Of Freedom	Average Squares	F Value	Significance Level
Number of Hours	12.610	2	6.305	6.289	0.002**
Periods of use	3.947	2	1.974	1.969	0.141
Error	302.742	302	1.002		
Total	316.083	306			

**Statistically Significant at Significance Level ($\alpha = .01$),

It is clear from the results in Table (10) that there are statistically significant differences in the negative social effects due to the number of hours of use, where the calculated P value was (6.289) with a significance level (0.002), which is statistically significant at the significance level ($\alpha = .01$), and to identify the sources of these differences, the Scheffe test was conducted (Scheffe).) for dimensional comparisons, where the test results showed that the sources of the differences were between the number of hours of use from 7 and more compared to less than 4 hours, where the value of the comparison between them was (.4378) with the level of significance (.010), which is a function at the level of significance ($\alpha = .01$), and this result means that the duration of use from 7 hours or more leads to the creation of negative social effects on the user compared to the duration of use less than 4 hours.

It is clear from Table (10) that there were no statistically significant differences in the negative social effects attributed to the periods of use, where the calculated value of P was (1.969) with a significance level of (0.141) and it is not statistically significant at the significance level ($\alpha = .05$). This result indicates that there is no difference between the morning and/or evening periods of use in the negative social effects of using smartphone applications in the study sample.

Second: The Results of the Dimensions of the Scale according to the Variables of the Number of Hours and Periods of Use

Two Way-MANOVA variance analysis was performed to verify the significance of differences in the arithmetic averages of the dimensions (attachment, isolation, lack of social skills, and social problems), and the following table shows the results.

Table (11): Multiple Binary Variance Analysis of the Dimensions of the Negative Social Effects of Using Artificial Intelligence Applications on the Smartphone according to the Type of Number of Hours and Periods of Daily Use.

source	Dimension	Sum of squares	Degree of freedom	Average squares	P value	Significance
Number of Hours	Attachment	14.897	2	7.449	7.874	*0.000
	Isolation	12.674	2	6.337	5.700	*0.004
	Lack of skills	10.386	2	5.193	4.771	*0.009
	Problems	13.216	2	6.608	5.343	*0.005
Periods of use	Attachment	0.880	2	0.440	0.465	0.628
	Isolation	3.189	2	1.595	1.434	0.240
	Lack of skills	4.146	2	2.073	1.905	0.151
	Problems	10.976	2	5.488	4.438	*0.013
Error	Attachment	285.678	302	0.946		
	Isolation	335.734	302	1.112		
	Lack of skills	328.684	302	1.088		
	Problems	373.502	302	1.237		
Total	Attachment	301.423	306			
	Isolation	348.724	306			
	Lack of skills	340.061	306			
	Problems	391.846	306			

**Statistically D at Significance Level ($\alpha = .01$) *Statistically D at Significance Level ($\alpha = 05$).

It is clear from Table (11) that there are statistically significant differences in all dimensions of the scale attributed to the variable of the number of hours of use (less than 4 hours, 4-6 hours, from 7 hours or more), where the value of P for the attachment dimension was (7.874) with a significance level of (0.00), (5.700) for the isolation dimension with a significance level of (0.004), (4.771) for the social skills deficiency dimension with a significance level of (0.009), and (5.343).) for the dimension of social problems with a significance level (0.005). All values were statistically significant at a significance level ($\alpha = .01$). These results indicate that there is an effect of the number of hours of daily use of Ajman University students in increasing the negative social effects of attachment to devices instead of normal social relationships, increasing isolation, in addition to a lack of social skills, and increasing social problems. To identify the sources of dimensional differences, the Scheffe test was performed.) for dimensional comparisons. The following table shows the results.

Table (12): Dimensional Comparisons of the Sources of Differences in the Dimensions of Social Effects according to the Programs and Applications Visited.

Dimension	Attachment	Isolation	Lack of skills
Level	Less than 4 hours	Less than 4 hours	Less than 4 hours
From 7 hours and above	* 5531.	* 4488*	* 3858.

It is clear from the results of the Schiffe test in Table (12) that the statistically significant differences in negative social effects appeared in three dimensions: (attachment, isolation, and lack of skills) and the differences were in favor of students who use their smartphones from 7 hours or more compared to those who use their smartphones from 4 hours or less. This finding makes sense in that increasing the number of hours of use leads students to become more attached to the phone, more isolated from their social environment, and thus generate social problems as a result of misunderstanding, and the inability to address these problems as a result of the lack of social skills that come from real interaction and common understanding. These results are consistent with the results of Najla Raslan's study (2022), which indicated that the increase in hours of use for 6 hours per day and the increase in the number of examinations more than twenty times a day has serious effects that lead to addiction and loneliness. It is also partially consistent with the study of Al-Harith and Al-Shraideh (2016), which found a positive and statistically significant correlation between the trend towards the Internet and the rate of its use among males.

It is clear from Table (12) that there were no statistically significant differences in three dimensions attributed to the variable periods of use (morning, evening, where the value of p for the attachment dimension was (0.465) with a significance level of (0.628), (1.434) for the isolation dimension with a significance level of (0.240), and (1.905) for the skill deficiency dimension with a significance level of (0.151), all of which are not statistically significant at the significance level ($\alpha=.05$). While the results showed that there were statistically significant differences in the dimension of social problems, where the value of P for the dimension of problems was (4.438) with a level of significance (0.013), which is statistically significant at the level of significance ($\alpha = .05$), and after conducting the Scheffe test for dimensional comparisons, the results did not show statistically significant differences at the significance level ($\alpha = .05$).) between the variable levels of the three periods of use (morning, evening, more than one period). The reason why the negative social effects do not differ according to the different periods of use may be due to the nature of the study sample, who are university students, and sometimes have responsibilities associated with study and some of them study and work, so it appeared that periods of use are not decisive in shaping their negative social effects, but rather the clear impact of the number of hours of use. The study agreed with Al-

Sayed (2012) who found that the sample was using Internet applications at more than one time, then the evening shift. While there was a difference between the two studies in methodology and variables treatment.

In order to achieve methodological and theoretical truthfulness, the results of the current study can be summarized that Ajman University students use more than one program and application on their smartphones in a greater proportion than using a specific program and application, and it was less likely to use film programs and applications. D is statistically significant differences in the scale and dimensions of the negative social effects of using smartphone applications attributed to the variable type of programs and applications in favor of the gaming and chat application, except after isolation. And for the variable of the number of hours of use of applications in favor of 7 hours or more, and there are no differences due to the variable periods of use (morning, evening, more than once) except after social problems. In an attempt to achieve theoretical honesty and formulate a sociological vision from which to proceed in analyzing the data of the current study. The arguments of symbolic interaction theory can be used as they explain to us the nature of the individual's social interaction with others through electronic communication programs and applications, his location and the role he plays through his integration into the virtual community, and by using the individual for these electronic applications, they dictate to him new meanings, values, symbols and behavioral patterns that directly or indirectly affect his relationships, not only at the two levels: Family and familial, but also at the community level in general. On the other hand, the basic arguments of the theory of cultural implantation can be used to explain the social effects resulting from the use of Emirati university youth for artificial intelligence programs and applications on the smartphone, and to know the manifestations of these effects and their various fields. The gap between generations.This is in addition to benefiting from the statements of functional constructivism, especially from the hypothesis of the social system, where artificial intelligence programs and applications on the smartphone represent an integral part of modern media, which represents a sub-social system of the components of contemporary societies that perform multiple functions for the survival and continuation of the larger social system, and this media system is not separate or isolated from other social patterns: economic, political and cultural, which are essential components of contemporary societies. In addition to its negative social functions on the individual and society.

Recommendations: in Light of the Results of the Study, the Following Theoretical and Practical Recommendations Can Be Made

1. Educating young people about the importance of using artificial intelligence applications appropriately on smartphones as one of the developments of technological globalization.
2. Activating the role of social sciences and qualifying and training social workers and youth workers on how to deal with the negative effects of these applications and reduce them and any new developments of technological globalization and harness them for their benefit and the interest of society.
3. Raising awareness through the media of the dangers and effects of using artificial intelligence applications on the smartphone on the individual, family and society.
4. Develop strategies to reduce the excessive use of artificial intelligence programs and applications on the smartphone.
5. - The importance of conducting comprehensive future studies for multiple age groups due to the widespread use of artificial intelligence applications on smartphones and their direct effects on the social life of individuals.

6- Activating the role of social workers and psychological counselors in universities and schools because of its important role in helping individuals to overcome the pressures and problems of life, provide services to them and mitigate the negative effects of using artificial intelligence applications on the smartphone.

7- Issuing informative bulletins by the competent authorities within the university explaining how to use artificial intelligence applications on the smartphone in the most appropriate manner and determining the hours of use and sites allowed to be used in a way that does not intersect with the system of values and culture prevailing in society.

9- Spreading the culture of rational use of artificial intelligence applications and programs on smart chanting to raise the level of information and knowledge return to the user, which requires more efforts, to establish a culture of conscious social interaction with these technologies, especially in sensitive centers such as universities and educational institutions in general, in order to bridge the digital divide and achieve a qualitative leap in the field of rational investment of information and communication technology.

10- Updating the necessary policies and programs to control the smart digitization of the phone.

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