

Family Technowellness And Its Relationship With Psychological Security Among School Students

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Abstract

The study aimed to reveal the family technowellness and its relationship to psychological security among students. The study sample consisted of 171 male and female students who were chosen randomly. The results of the study indicated that the level of family technowellness was medium, while the level of psychological security was high. It was also found that there were statistically significant differences in the level of the family technowellness between students according to gender, age, and the number of hours of using electronic devices per day, which were in favor of females and for age 16-year, and in favor of 4 hours or more respectively, while there are no statistically significant differences according to the educational level variable for parents. As the results indicated that there are statistically significant differences between psychological security and the parents' educational level in favor B.A and G.S. and the number of hours of using electronic devices per day in favor of 2 hours or less, while there are no statistically significant differences according to gender and age.

Keywords: technology, wellness, psychological security, adolescents, family.

Introduction

Technological development is still expanding, and the process of change continues accordingly. Therefore, families should embrace what technology has provided in a positive way that contributes to achieving wellness at the individual and community level (Villegas, 2013). Duun defined wellness as: an individual's way of life in which body, mind, and spirit are used to achieve health and well-being within the environment and society in which he lives (Aweidah and Tanous, 2018).

As Kennedy defines it as: "The way an individual interacts with technology in a way that contributes to holistic wellness" (Shawaqfeh & Almahair, 2019), Kennedy, 2014 classifies technological wellness in five directions: using technology for comfort, technology anxiety,

using technology in Promoting physical health, how to use technology, and using technology for professional purposes. He also found, through his studies, that there is a positive correlation between mental wellness and technological wellness.

Studies have shown that adolescents are the most affected by technology. This is due to the fact that adolescence is a transitional stage, in which there are many psychological, biological, social and cognitive changes (Mahrez, 2015). Where the family is the first place in which the individual receives all his basic needs, health care, and the learning of normal values and principles, (Jafar, 2017). In addition to providing love, a feeling of safety and reassurance, and a sense of psychological security, which is the individual's feeling that he is accepted by others, and his

awareness that others, especially parents, are physically and emotionally present with him to care for and protect him (Abu Al-Fotouh, 2016).

Erikson sees that the feeling of psychological security is the cornerstone of the natural personality, and psychological security usually arises from the satisfaction of the basic needs of the individual, in addition to love and parental care that creates a feeling of self-confidence and security, and therefore the outside world considers it a safe place that helps him to trust others (Rimawi, 2003). The truth is that the need for security consists of two parts, one of which is concerned with human security from dangers that may threaten his life and health and may endanger him, and the second part relates to the individual's psyche, which is his need for comfort, tranquility, inner calm, self-confidence and acceptance of himself and others (Asabban and Al-Harbi, 2019). Social media users have always sought to satisfy their psychological needs, such as the need for self-actualization, self-expression, a sense of belonging, love, and sometimes seeking to satisfy the need for natural psychological protection, and the failure to meet those needs often leads to countless psychological disorders, the most prominent of them are stress and psychological anxiety, which disturbs the state of self-balance and the emotions of the individual (Reshan, 2019).

As confirmed by the results of the research and studies of the scientist "Maslow", the author of the theory of satisfying the basic needs that a person seeks in his life to strive to achieve and satisfy them as required, which take an ascending order in terms of the importance of satisfaction, starting with the satisfaction of physiological needs, then the satisfaction of the need for security, followed by the satisfaction of the social need Including social acceptance, then the need for self-esteem, and the need to achieve it, which comes at the top of the pyramid, and is achieved after satisfying the needs that preceded it; Therefore, we note that adolescents and students who were suffering from low psychological security included their low sense of self-confidence, and social acceptance in their compatibility with their loved ones and those

around them, they were already suffering from neurotic disorders (Al-Rawashdeh,2019)

"Maslow" has identified a group of negative symptoms that are the basis for feelings of low of self-security as defined and seen by the individual himself, such as that the individual feels that he is not loved, and that he is treated with cruelty, hatred and contempt by people, or that he feels lonely, isolation and not belonging, or that permanent feeling of threat, danger and constant feelings of anxiety (Sabban and Al-Harbi ,2019).With the technological change that the world is witnessing, the structure of the family and its roles have changed, and family relations have been affected until technology has a prominent role in raising children (Al-Nawasra, 2016). Therefore, parents should monitor their children and protect them from the virtual world that they interact with daily.

Technological effects

Opinions varied regarding the impact of technology on adolescents, as there are those who believe that it has contributed to increasing their isolation from others, transferring them to a virtual reality and communicating with an audience in different countries and regions of the world, but one of them remains alone and separated from the reality of those who contact them. The Internet to enter social networking sites has increased the tendency to feel depression, isolation and social alienation, and its addiction works on controlling individual values, weakening social values, and its impact extends to weakening family ties and a decreased sense of the value of time, to other negatives that may reach the globalization of violence and crime (Al-Omari, 2018). On the other hand, there is a trend that confirms that the Internet and social networking sites have contributed to increasing the adolescent's awareness and helped him build a wide network of relationships with others, as it is an important means for growth and cohesion between societies, converging concepts and visions with others, and getting acquainted with the cultures of different peoples (Trilar, Kos, Jazbinšek, Jensterle, & Duh, 2018).

Numerous studies have also shown that technology helps in promoting mental health and

wellness and causes comfort and happiness, as well as supporting physical health through mobile phone applications for exercise, applications that track body status and weight, and simulation programs that benefit users (Shawaqfeh, & Al-mahaireh, 2019), and students can now learn online through communication sites and applications dedicated to learning (Abdel Razek, 2020).

Despite this, parents must do many things to ensure that their children use technology and its media in healthy ways that contribute to wellness, and both Al-Misrati (2016) and Qamqani (2017) referred to the family's role in:

1- Monitoring: Parents must monitor their children and follow them when they deal with technology, block porn sites, and select the content that children and friends follow through the various communication sites.

2- Duration: the time and period of time for using the Internet must be determined in such a way that it does not affect the hours of sleep, study and other activities, and that smart devices are used in open places inside the home, especially teenagers.

3- Dialogue: asserts that raising children is an interactive process between parents and children, and with the increase of interaction, the relationship between them deepens, and dialogue between them allows children to express their feelings, opinions, problems and desires so that parents are aware of everything that happens to their children, and through discussing what They see it, they can guide them to deal with technology in a healthy and healthy way.

4- Finding alternatives that would reduce dependence on technology, such as: practicing different types of sports, participating in clubs, or recreational activities that bring together family members, and others.

5- Educating children about the dangers of misuse of technology, and directing them to invest it in every benefit.

Statement of the Problem

Because of the rapid development of technology today, and the wide spread of its uses in all

aspects of life; Since the home is almost not devoid of the acquisition of multiple technological tools, and because of its great impact on family members directly or indirectly, positively or negatively, this study came to shed light on the positive side of technology through which the family can achieve psychological security and technological well-being for adolescents who They represent the sensitive stage in building the personality, its formation and cohesion, by answering the following questions:

1-What is the level of family technowellness among students?

2-What is the level of psychological security among students?

3-Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the level of family technowellness among students according to their personal characteristics?

4-Are there statistically significant differences at a significant level ($\alpha = 0.05$) between the level of psychological security among students according to their personal characteristics?

5- Is there a statistically significant correlation at the level of significance ($\alpha = 0.05$) between family technowellness and psychological security among students?

The importance of study

This study is considered one of the rare studies that dealt with the concept of the technological well-being of the family in the Jordanian and Arab society. This may contribute to adding knowledge to the theoretical literature in the field of family counseling, and provide workers in the field of family counseling and therapy with more information about the relationship of family techno wellness to psychological security and maintaining technological wellness within families.

Previous Studies

Abdel Razek (2020) study aimed to examine the relationship between social media addiction, loneliness and social anxiety traits among sample of Najran University students (118). The study

also aimed to know the predictors of social media addiction through: loneliness and social anxiety traits. results show that there are statistically significant positive relationship between social media addiction and loneliness (0.363) at level (0.01). Also the result showed that there are statistically significant positive relationship between social media addiction and social anxiety traits (0.318) at level (0.01). In addition the study also showed the presence of statistically significant differences between male and female in each of the social media addiction and social anxiety traits due to females and there were no statistically significant differences between male and female in loneliness.

Asabban and Al-Harbi (2019) study aimed at showing the relationship between the addictive use of social media, psychological security, and getting involved in cybercrime. the study consisted of (252) youth from Taibah University. The study results proved that the most of youth had their own account on social media (95.6%), "Snapchat" application was the most used (23.0%), most of sample were used social media sites at a rate of more than four hours a day, and the main reason of this use was just entertainment. The study found a significant negative correlation between the addictive use of social media sites and psychological security. Also, the results showed a significant positive correlation between the addictive use of social media sites and getting involved in cybercrime. The results have also been shown a significant negative correlation between psychological security and involvement in cybercrime through social media sites.

Al-Rawashdeh (2019) study aimed to reveal the level of family techno wellness and psychosocial Adjustment among adolescents in AL- Shoubak district. The sample consisted of (315) students (172 females, 143 males) in grades (9-11) studying. The results of this study showed a high level of family techno wellness and psychosocial Adjustment. also, that there is statistically significant positive correlation between Family techno wellness and psychosocial Adjustment. The study also revealed didn't show any differences on the family techno wellness and on

psychosocial Adjustment related to gender and birth order.

The purpose of study Shawaqfeh & Almahaireh (2019) is to identify the levels of technological well-being, happiness and optimism among bachelor's degree students at the University of Jordan. (450) participants were selected by stratified random method. The results indicated that the level of technological well-being and the happiness of the participants is medium and their level of optimism is high. The results also revealed that there are statistically significant differences according to gender in the level of technological well-being, and finally, there are no statistically significant differences according to the college for any of the three variables.

Al-Hilalt (2016) conducted a study aimed at determining the role of technology (cell phones and Facebook) in creating a value conflict among young people in the Jordanian family, whose ages ranged between (12-30) years, and the study sample was formed. Their number reached (1300) individuals. The results of the study indicated that the wrong use of technology by young people leads to a high degree of risks represented in: (wasting time, cyber violence, and new crimes), and that the general level of technology's role in creating a value conflict among young people, and the decline of the family's role in controlling its children.

Methodology

Descriptive and correlational methods was used in the current study.

Population and Sample

The study population included (610) male and female students from the eighth to tenth grades, aged between 14-16 years, from public schools in Ma'an, Jordan for the year 2019/2020. Study scales were applied to (200) randomly selected students. (171) questionnaires were validated for analysis. Thus, the sample finally included (92) male and (79) female students.

Instrument

- 1- Family Technowellness Scale: The family technowellness scale developed by Al Rawashda (2019) was used. The scale consisted of (31) items, to which they were answered according to Likert's five-point scale: Strongly agree (5 degrees) to strongly disagree (one degree). The construct validity coefficients for the scale were between (0.685-0.272), while the stability reached (0.822, 0.867) using the Cronbach coefficient and the half segmentation, respectively.
- 2- Psychological Security Scale: The Psychological Security Scale, developed by Abu Arrah (2017), was used, and the scale consisted of (36) items, to which they were answered according to Likert's five-point scale: I strongly agree (5 degrees) to strongly disagree (one score), The construct validity coefficients for the scale ranged between (0.600-0.239), and reliability, it reached (0.887) using the Cronbach alpha coefficient.

For the purposes of the present study, both honesty and consistency were extracted as follows:

Validity

Face Validity: The two scales were presented to (8) specialists in educational psychology, psychological counseling, measurement and evaluation to judge its suitability for measuring what was set to measure and the clarity of its paragraphs. The percentage of arbitrators' agreement (80%) was adopted as a criterion for deleting or amending the paragraph. The opinions of the arbitrators indicated the appropriateness of

the paragraphs while amending the wording of some paragraphs of the two scales.

Internal Correlation: The two scales were applied to sample of (50) students, using the Pearson correlation coefficient between the scale paragraphs and the total score for it. The construct validity coefficients for the family technowellness scale were between (0.37*-0.69*), while the items (6, 8, 12, 16, 17, 27, 31) are not statistically significant at a level of significance (0.05), and thus they have been deleted and thus the scale in its final form consists of 24 items.

The construct validity coefficients for the psychological security scale were between (0.37*-0.74*), while the items (10, 11, 13, 20, 26) is not statistically significant at a level of significance (0.05), and thus they have been deleted and thus the scale becomes 26 items in its final form.

Reliability

Cronbach Alpha was used to calculate the reliability coefficient for the two scales, and the reliability coefficient for the family technowellness scale was (0.87) and the Psychological Security Scale (0.90). This indicates that the scales have a high degree of stability.

Results and Discussion

Q1: What is the level of family technowellness among students? to answer this question means and standard deviations of the study sample answers were calculated, table (1) shows that:

Table:1 means, standard deviations, and arrangement of the level of family technowellness of the study sample

	Items	Means	Sd	Rank	Level
22	feel enjoyable when my family supports me to learn new technology skills.	4.07	1.08	1	High
8	My parents provide me with the Internet to fulfill my duties and study requirements.	4.05	1.15	2	High
19	My family does not mind spending my free time on online entertainment sites.	3.95	1.10	3	High
1	My family continues to use technology so that it does not affect my sleep.	3.91	1.06	4	High
14	My family encourages me to use technology to keep in touch with them.	3.91	1.06	5	High

12	My family warns me against communicating with strangers, which could potentially compromise my privacy.	3.87	1.05	6	High
23	My family is proud of my knowledge of technology and my use of it.	3.79	1.12	7	High
13	My family helps me solve problems when I use technology.	3.76	1.07	8	High
4	My family directs me to use smart applications that develop my capabilities	3.74	1.12	9	High
24	Encouraging my family to use technology increased my self-confidence.	3.67	1.33	10	Average
3	My family encourages me to obtain information on healthy nutrition through technology.	3.62	1.09	11	Average
7	My parents encourage me to search the Internet for professional information.	3.61	1.18	12	Average
15	My family encourages me to communicate with my friends by using various technology applications.	3.60	1.11	13	Average
6	My family searches for information about public safety on the Internet.	3.58	1.20	14	Average
10	My parents reward me with electronic devices when I do my homework.	3.58	1.29	15	Average
16	My family encourages me to use technology to share experiences with others.	3.54	1.16	16	Average
17	My family encourages me to spread my culture through social media.	3.51	1.21	17	Average
2	My family determines the hours I spend using various technologies.	3.42	1.25	18	Average
18	My family offers an opportunity to increase my social activities online.	3.42	1.23	19	Average
11	My family encourages me to participate in the courses online.	3.15	1.37	20	Average
20	My family gives its members the opportunity to shop online.	3.09	1.25	21	Average
21	My family shows me ways to relax through technology.	3.03	1.36	22	Average
5	I track exercise using mobile apps.	2.83	1.39	23	Average
9	My family tracks my scores through (EMIS).	2.39	1.32	24	Average
	The overall level of the scale	3.57	0.56	-	Average

It is clear from the table (1) that the students' answers to the paragraphs were between high and medium, and this indicates the support and encouragement of parents for their children in using the means of communication. Protecting, following up and following up on their children in order to achieve safety and reassurance for them. The answers clarify the clarity of the family's responsibility to provide its children with technological knowledge, by encouraging them to use it, clarifying its importance and its positive

and negative effects that an individual can fall into, in addition to clarifying the resulting risks. Abuse technology and monitor their behavior while using the means of communication. This result is consistent with the findings of the Shawaqfeh & Almahaireh study (2019).

Q2: What is the level of psychological security among students? to answer this question means and standard deviations of the study sample answers were calculated, table (2) shows that:

Table:2 Means, standard deviations, and ranking of the level of psychological security among students

	Items	Means	Sd	Rank	Level
6	am a selfless person.	4.18	1.13	1	High
9	I am an optimistic person.	4.16	1.13	2	High
20	Respect others.	4.13	0.96	3	High
8	I am doing my duties well.	4.10	1.07	4	High
5	I feel comfortable with myself.	4.04	1.01	5	High
2	I feel pleased with those around me.	4.03	1.04	6	High
11	I feel secure in my future.	4.02	1.05	7	High
1	I get what I deserve with life.	4.00	1.05	8	High
13	My childhood was happy.	3.99	1.23	9	High
18	I feel satisfied and satisfied.	3.94	1.11	10	High
3	I think that students love me as much as they love others	3.91	0.99	11	High
7	I want to socialize with others.	3.88	1.05	12	High
17	I feel comfortable interacting with others.	3.81	1.08	13	High
19	My mood is stable	3.76	1.08	14	High
23	Honest in my social relationships with others.	3.75	1.18	15	High
21	I am a non-nervous person	3.72	1.11	16	High
15	I feel good most of the time.	3.70	1.06	17	High
25	I get other people's praise.	3.69	1.06	18	High
14	I have a lot of loyal friends.	3.52	1.31	19	Average
22	I feel that the world around me is treating me fairly.	3.49	1.10	20	Average
4	I don't get anxious for long	3.48	1.11	21	Average
16	My mood is not capricious.	3.47	1.27	22	Average
10	Happy in my life.	3.45	1.19	23	Average
12	I feel like I'm a lucky person.	3.19	1.21	24	Average
24	I think others consider me a normal person.	3.10	1.26	25	Average
26	Not worried about my bad luck	3.09	1.28	26	Average
	The overall level of the scale	3.76	0.64	-	High

It is clear from the table (2) that the level of psychological security among students was high. This can be explained by the fact that psychological security is a main axis of mental health, and the essence of the feeling of psychological security lies in the feeling of love, acceptance and appreciation from those around, such as parents and friends, and a decrease in feelings of anxiety and psychological pressure (Reshan, 2019). The result agreed with the result

of the Al-Nawasra study (2016), which indicated a high level of psychological security among adolescents.

Q3: Are there statistically significant differences at the significance level (0.05) between the level of family technowellness for students according to their personal characteristics? one way ANOVA was performed, and the table (3) shows the Means and standard deviations.

Table:3 Means and standard deviations of the level of family technowellness among students according to their personal characteristics

variable		N	Means	Sd
Gender	Male	92	3.49	0.57
	Female	79	3.73	0.48
Age	14	48	3.25	0.65

Father Education	15	73	3.53	0.56
	16	50	3.70	0.37
	High school	58	3.60	0.59
	Diploma	39	3.45	0.51
	B.A	53	3.54	05.4
Mother Education	G.S	21	3.59	0.39
	High school	63	3.58	0.50
	Diploma	41	3.56	0.86
	B.A	40	3.52	0.41
	G.S	27	3.63	0.64
Number of hours of using electronic devices per day	2 hours or less	73	3.40	0.52
	3 hours			
	4 hours or more	57	3.66	0.62
		41	3.70	0.41

It is evident from table (3) that there are differences between the level of family technowellness among students according to their personal characteristics. To find out the

significance of the differences between the averages, a one-way analysis of variance (ANOVA) was performed, the results of which appear in the table (4).

Table: 4 One Way ANOVA to find out the significance of the differences between the averages

Source	Sum of Squares	Df	Mean Squares	F	Sig
Gender	1.17	1	1.17	**6.88	0.00
Age	3.31	2	1.66	*9.74	0.00
Father Education	0.12	3	0.04	0.24	0.63
Mother Education	0.23	3	0.08	0.45	0.48
Number of hours of using electronic devices per day	1.86	2	0.93	*5.47	0.00
Error	27.80	159	0.18	-	-
Total	34.35	170			

* $\alpha(0.05)$

It is evident from the table that:

First: There are statistically significant differences at the level of significance (0.05) between the level of family technological wellness among students according to the gender variable in favor of females. There are statistically significant differences at the level of significance (0.05) between the level of family technowellness among students according to the gender variable in favor of females. This is due to the fact that females listen to parents' instructions

and instructions more than males in this age group, so they do not reject parents' orders and follow their instructions.

Second: There are statistically significant differences at the level of significance (0.05) between the level of family technowellness among students according to the age variable, in order to determine the differences, Scheffe's test was conducted, and the table (5), shows these results:

Table:5 Scheffe test results

Age	Means	14	15	16
14	3.25		-0.28	*-0.45
15	3.53			0.17
16	3.70			

* α (0.05)

It is clear from the table (5) that the statistical differences in favor of students of the age group (16 years), this result explains that the students are more aware and aware of the dangers of technology and its misuse, so they listen to the instructions of the parents and follow their instructions.

Third: There are statistically significant differences at the level of significance (0.05) between the level of family technowellness among students according to the variable number of hours of daily use of electronic devices, in order to determine the sources of the differences, Scheffe's test was conducted, and the table (6), shows these results:

Table: 6 Scheffe test results

Number of hours of using electronic devices per day	Means	2 or less	3	4 ore more
2 or less	3.40		-0.26	*-0.30
3	3.66			0.04
4 ore more	3.70			

* α (0.05)

It is clear from the table (6) that the statistical differences are in favor of students who use electronic means for a period 4 hours or more. This can be explained by the fact that as long as there is agreement between children and parents about how to use social media, which sites they are allowed to view, avoid Internet abuse, and parents are aware of their children's virtual friends, the time spent using social media is not a concern for parents.

Fourth: There are no statistically significant differences at the level of significance (0.05) between the level of family technowellness among the students according to variable of the parents' educational level.

Q4: Are there statistically significant differences at a significant level (0.05) between the level of psychological security among students according to their personal characteristics? one way ANOVA was performed, and the table (7) shows the means and standard deviations.

Table: 7 Means and standard deviations of the level of psychological security among the students according to their personal characteristics

Variable		N	Means	Sd
Gender	Male	92	3.78	0.57
	Female	79	3.74	0.48
Age	14	48	3.65	0.47
	15	73	3.79	0.57
	16	50	3.80	0.40
Father Education	High school	58	3.37	0.59
	Diploma	39	3.80	0.51
	B.A	53	3.83	0.45

	G.S	21	3.89	0.61
Mother Education	High school	63	3.55	0.61
	Diploma	41	3.48	0.46
	B.A	40	3.82	0.60
	G.S	27	3.93	0.51
Number of hours of using electronic devices per day	2 hours or less	73	3.94	0.50
	3 hours	57	3.88	0.54
	4 hours or more	41	3.54	0.42

It is clear from the table (7) that there are differences between the level of psychological security among students according to their

personal characteristics. To detect the differences, one way ANOVA was performed, the results of which are shown in the table (8).

Table: 8 One Way ANOVA to find out the significance of the differences between the averages

Source	Sum of Squares	DF	Mean squares	F	Sig
Gender	0.04	1	0.04	0.29	0.56
Age	0.89	2	0.29	2.10	0.13
Father Education	2.89	3	0.96	*6.88	0.00
Mother Education	2.23	3	0.74	*5.31	0.00
Number of hours of using electronic devices per day	2.87	2	1.44	*10.25	0.00
Error	22.83	159	0.14	-	-
Total	29.83	170			

* $\alpha(0.05)$

It is evident from the table (8) that:

First: There are statistically significant differences at the level of significance (0.05) between the level of psychological security among the students according to the variable of the fathers' educational level, where the

calculated (F) value reached 6.88, which is a statistically significant value at the level of significance (0.05), and to determine the sources of the differences, a procedure was conducted Schaffer's post-comparison test, and the table (9), shows these results:

Table: 9 Scheffe test results

Fathers' educational level	Means	High school	Diploma	Bachelor	Graduate studies
High school	3.37		means differences *0.43	*0.46	*0.52
Diploma	3.80			0.03	0.09
Bachelor	3.83				0.06
Graduate studies	3.89				

* $\alpha(0.05)$

It is clear from the table (9) that the statistical differences are in favor of students whose fathers'

educational level is "graduate studies" and "bachelor's".

Second: There are statistically significant differences at the level of significance (0.05) between the level of psychological security among the students according to the variable mothers' educational level, where the calculated (F) value reached 5.31, which is a statistically

significant value at the level of significance (0.05), and to determine the sources of the differences, a test was conducted Scheffe for dimensional comparison, table (10) shows these results:

Table: 10 Scheffe test results

Mother s' educational level	Means	High school	Diploma	Bachelor	Graduate studies
		means differences			
High school	3.55		0.07	0.27	*0.38
Diploma	3.48			0.34	*0.45
Bachelor	3.82				0.11
Graduate studies	3.93				

* α (0.05)

It is clear from table (10) that the statistical differences are in favor of students whose mothers' educational level is "postgraduate" and "bachelor's". This is due to the fact that the educational level of the parents plays a major role in providing psychological security for adolescents, and this confirms that the parents are aware of the needs and requirements of the adolescence stage and the extent to which adolescents need to feel psychological security,

belonging to friends, and feeling the love of others.

Third: There are statistically significant differences at the significance level (0.05) between the level of psychological security among students according to the variable number of hours of using electronic devices per day, to determine the sources of the differences, Scheffe was conducted, and the table (11), shows these results:

Table: 11 Scheffe test results

Number of hours of using electronic devices per day	Means	2 hours or less	3 hours	4 hours or more
		means differences		
2 hours or less	3.94		-0.06	*-0.40
3 hours	3.88			0.34
4 hours or more	3.54			

* α (0.05)

It is clear from the table (11) that the statistical differences in favor of students who use electronic means for a period of two hours or less. This indicates that psychological security can be achieved through many sources such as family, friends, and places of worship.

Fourth: There are no statistically significant differences at the level of significance (0.05) between the level of psychological security

among students according to the variables of gender and age.

Q5: Is there a statistically significant correlation at the level of significance ($\alpha = 0.05$) between family technowellness and psychological security among students? to answer this question, the Person Correlation was calculated, the table (12) shows that:

Table: 12 Person Correlation between family technowellness and psychological security among students

variables	Psychological security	sig
	Person Correlation	
Family technowellness	0.439**	0.00

** α 0.01

The table shows that there is a positive relationship between technological wellness and psychological security. In order to identify the impact and extent of what is explained by

technological wellness on psychological security of students, a regression analysis was conducted, the table (13) shows that:

Table (13) Regression test to predict the degree of technological well-being for students' psychological security.

Model	Sum of Squares	DF	Mean Squares	F	Sig
Regression	5.75	1	5.75	*37.96	0.00
Residual	24.08	159	0.22		
Total	29.84	170			
R	0.439				
R ²	0.193				

* α (0.05)

It is evident from the table (13) that there is a positive direct correlation between technological wellness and psychological security among students, and it reached (R²) (0.193), which indicates that technological wellness predicts an estimated 19.3% of psychological security among students, and this result confirms the impact of technological wellness in the interpretation of psychological security for students. This can be explained that the family environment satisfies the psychological security need of their children, and this is reflected positively on their feelings of love, respect and acceptance of others within the group. Therefore, we note that families encourage their children to use technology, and children accept parents' instructions, monitor them, and determine the time to use them, children feel psychological security, comfort and reassurance, which are among the necessary needs to satisfy them.

When feeling psychological security, the individual feels reassured and self-confident, as he feels that he belongs to a family, and feels the

need for emotional and social relationships with others (Abu Al- Fotouh, 2016). Psychological security also means avoiding pain and liberation from fear and anxiety, and achieving this includes a safe and saturated environment for the needs Individuals and their feeling that they are accepted by others. (Al-Nawasra, 2016) Psychological security and the gifted.

Recommendations

- 1- Conducting studies on parenting methods used in achieving family technological wellness.
- 2- Conducting more research on family technology wellness and its relationship with other variables and on different societies.

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