

the narrative reviewer does not synthesise quantitatively the data found in the different publications; therefore, these revisions are susceptible to inaccuracies and biases.

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The researchers will use four search engines as follows:

- Books
- Journals
- Theses of PhD and MScs

- International organisations reports

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The method employed in this study is a narrative review. This began by determining the selection criteria for inclusion and exclusion based on the central aim of the research, i.e., to establish what is known about the nature and extent of the problem, and secondary aims, including to ascertain what official steps have been taken to address the issue. The selection criteria used by the researchers are shown in Table 1.

| Selection criteria | Inclusion criteria | Exclusion criteria |
|--------------------|--------------------|--------------------|
| [unreadable] | [unreadable] | [unreadable] |
| [unreadable] | [unreadable] | [unreadable] |
| [unreadable] | [unreadable] | [unreadable] |
| [unreadable] | [unreadable] | [unreadable] |
| [unreadable] | [unreadable] | [unreadable] |
| [unreadable] | [unreadable] | [unreadable] |

Table 1: The selection criteria used by the researchers

Pchbh]U F]g gh Uh7\]XFYb a Uh9l dYf]YbWUgU FYg `hcZUgb[h YIbhf]bYh

During the course of the literature search, many articles were found that addressed the present topic of different countries around the world. However, the focus of much of this research was on health matters rather than identifying the types of social risks. The researcher will discuss the latter issues from several angles as identified below.

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The use of social media web sites is among the commonest activities of children and adolescents today [1]. Set against the advantages of such sites in enabling young people to learn, present themselves to others, build a wider network of relationships, and manage their privacy and intimacy, are risks to the self, such as loss of privacy, cyber bullying, and harmful contacts [2]. Desensitisation to violent stimuli is another potential consequence of excessive Internet use [3]. Both violent and pornographic imagery can fundamentally alter a developing child's perspective on the world. Child pornography, in particular, may permanently and adversely affect a child's perception of human sexuality [4].

In the United States, approximately 75% of adolescents now own a smartphone, 24% report that they are "constantly connected" to the Internet while 50% describe themselves as being "addicted" to their phones [5]. Research suggests that there is a correlation between the amount that children use social networking platforms and the level of risk to which they are exposed [6]. The risk also appears to increase with the degree of digital competence of the child and with the extent to which they reveal details about themselves by, for example, displaying identifying information or having a public profile, or having a large number of contacts [7].

PgnWc`c[]W f]g g

Children who spend too much time online may experience feelings of isolation and depression. Increased use of the Internet limits the amount of time available for face-to-face socialisation with friends and family [8]. The instantaneous and artificial nature of the stimulation offered by the Internet may also leave a young person bored with the comparative mundaneness and lower pace of everyday life. Additionally, the vast amount of information available online may compromise a child's cognitive development and lead to symptoms such as stress and fatigue. This problem is exacerbated by much of the information being unmoderated and young children lacking the ability to weight the credibility of sources [9].

Research suggests that among the most strongly correlated comorbid psychopathology of pathological Internet use among children and adolescents are depression and symptoms of ADHD [10]. Associations were reported to be higher among males in all age groups. Daily use of social networking sites of more than two hours has been associated with poor self-rating of mental health and experiences of high levels of psychological distress and suicidal ideation [11]. Internet addiction (IA) is frequently related to psychiatric disorders, and the presence of these disorders in individuals with IA is the rule rather than the exception [12].

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Children with easy access to the Internet may become less able to separate fact from fiction [13]. The Internet has no filter and no peer review, so anyone can publish anything they want. Educators also worry that the informal communication common to chat rooms has carried over into academic settings. Students facing challenging homework tasks and essays are becoming more likely to plagiarise from Internet sources. The multitasking that many children engage in while online reduces attention span, making intense concentration on a single task more difficult. Viewing violent or sexually explicit content

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