Perceptions of English Teachers about the Impact of Screen Addiction on Distracting the Attention of Primary School Students

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ABSTRACT

The primary school years are a foundational period for children's cognitive, emotional, linguistic, and physical development, all of which contribute significantly to their overall well-being. However, this critical growth phase is increasingly disrupted by the excessive use of digital devices, with screen addiction emerging as a global concern. This study explores the perceptions of English teachers regarding screen addiction among primary school students in Erbil, Kurdistan region of Iraq, focusing on its impact and possible interventions. The research is guided by the central question: How do English teachers perceive the impact of screen addiction on students' well-being, and what solutions do they propose? Employing a mixed-methods hermeneutical phenomenology approach, the study gathers data through questionnaires and interviews conducted with sixty English teachers from both public and private schools over a three-month period in 2025. The findings reveal that gaming and social media are the primary contributors to screen addiction, which adversely affects students' physical health, psychological stability, social interactions, and intellectual development. Teachers identified several potential interventions, including awareness workshops, educational videos, informational brochures, and the enhancement of school infrastructure through sports facilities and green spaces. These insights aim to inform educators, parents, and policymakers, encouraging collaborative efforts to mitigate screen addiction and promote healthier digital habits among young learners in early education settings.

KEY WORDS: English Teachers, Gaming, Screen Addiction, Social Media, Well-Being.

1. [1]INTRODUCTION

The primary school period plays an indispensable role in a child's development, thereby laying the foundation for academic, emotional, and social growth. During this stage, children develop fundamental numeracy and literacy skills, which are considered building blocks for future learning (Ranjbaran Madiseh, 2024). In this regard, instant neurological changes shape brain structure based on the novel experiences within the classrooms. Thus, they pave the way for increasing the children's alertness in terms of fostering learning through curiosity-driven knowledge-seeking attempts. In line with academic growth, social skills, which include communication, cooperation, and empathy, are cultivated via interactive sessions with classmates and educators (Ahmed, 2024; Yildiz, 2021). Clinical and observation-oriented trials and studies have underscored the importance of receiving high-quality primary education in showing remarkable academic performance, ensuring overall well-being and expanding social mobility (Snikkers Mommer et al., 2024; Zeevy Solovey, 2024). Therefore, the primary school phase cannot be regarded as a redundant period before secondary education; in contrast, it serves as a decisive period to shape other stages of growth directly.

Addiction is illustrated in many contexts, just as physical dependence on substances such as drugs and alcohol. However, its definition has expanded dramatically in the 21st century with the advent of behavioral addictions. Although drug, alcohol, and nicotine addictions have affected individuals globally, behavioral addictions like gambling, internet, gaming, food, shopping, social media, and working incessantly have many undesirable reflections in people's lives (Kara & Yildiz, 2022; Thomas, 2020). Thus, their well-being has

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been at risk constantly with mental, psychological and physical implications. To name a few, gamblers may suffer from constant stress, anxiety, and depression because they are vulnerable to financial loss. Thus, they may have difficulty in maintaining relationships with their family members, colleagues, and friends. Likewise, internet addiction paves the way for disrupted sleep patterns, impaired schedules, and broken concentration (Latif, 2021). Having an internet addiction-based cycle reduces the chance of academic and professional success. Additionally, food addiction urges individuals to overeat and have deteriorating health conditions because craving more than tolerable amounts of sugar, fat, and salt can lead to certain diseases in the long run, such as diabetes, obesity and hypertension (Shu, 2023). Furthermore, shopping addiction can disrupt people's lives severely from many angles because psychological, social and financial implications arise when people have a compulsive buying disorder habit. Besides, compulsive checking of notifications and scrolling through feeds for hours can create an illusion for social media users, which may ruin their lives because they can neglect primary tasks and prioritise actions on social media (Herguner, 2017). Another hindrance of social media addiction is that face-to-face relationships can be eroded in a way which cannot be repaired easily. As it is obvious, addictions have many adverse effects on people's lives, so taking appropriate action is needed to kick such bad inclinations.

Attention deficit symptoms have been rising considerably in primary schools. A number of scholars (Celik et al., 2022; Frisira et al., 2025; Hosseinnia et al., 2024; Liontou, 2019) have attributed this hike to the amount of screen time through excessive engagement with video games, social media, and digital devices. Screen addiction poses core challenges such as inattention, poor working memory, impulsiveness, and difficulties with task organisation, all of which can negatively affect their ability to realise academic goals (Fabiano et al., 2021). In this regard, it hinders the unlocking full potential of intelligence due to multiple distractors. Additionally, behaviour-oriented problems occur because students who struggle to stay focused may show persistent misbehaviours due to the adverse effects of screen addictions (Shebl et al., 2023). Understanding the causal relationship between attention deficit and screen addiction may urge educators, parents, and clinicians to take sensible measures and eliminate negative impacts gradually.

The present study has multiple significances. Firstly, being attentive in classes is tough for many primary school students because of excessive screen time. Thus, they have many drawbacks, some of which are restlessness, fidgeting, squirming and daydreaming. Handling such issues wisely with practical solutions is of the greatest importance through the lens of educators. This study aims to explore English teachers' perceptions of screen addiction among primary school students in Iraq, specifically in Erbil, and to identify its effects and potential solutions. In this respect, the present study has the novelty of determining the causes of screen addiction and coming up with brilliant ideas to direct their attention away from the screen in the (KRI) context among primary school students via teachers' perceptions. To address the aim of the study, the following research questions were created:

- What is the scope of attention deficiency among screen addict primary school children through the lens of educators?
- What are the practical solutions for reducing screen addiction gradually through the lens of educators?

2. LITERATURE REVIEW

With the advancement of technology in the first quarter of the 21st century, production technology has evolved, making access to electronic devices through cell phones, tablets, TVs, laptops, and PCs. Meanwhile, the cost of new electronic devices has decreased sharply, thanks to unprecedented leaps in emerging markets, primarily China, South Korea, India, and Indonesia. This affordability has driven consumers to buy more electronic devices. To illustrate, the global smartphone market grew 7% in 2024, reaching 1.22 billion units; TV shipments exceeded 230 million units in 2024; PC shipments surpassed 260 million; global tablet sales were recorded at 150 million. In line with the soaring number of electronic gadgets and low-cost internet services, average online hours have risen substantially on a global scale in the last decade. For instance, an average internet user in 2024 spent six hours and forty minutes daily, raising concerns about using the internet in a healthy manner. In this respect, various side effects of screen addiction on students have been articulated by prominent scholars under four headings, which are physical, psychological, social, and intellectual well-being.

2.1 Hazardous Effects of Excessive Screen Time on Physical Health

Excessive screen time has become common in modern life because individuals of all ages can be exposed to screens for different purposes. Although technology use has several benefits, such as boosting productivity and enhancing communication skills, it poses physical threats such as eye fatigue, unbearable head, back and shoulder pains as highlighted by prominent scholars. To name a few, Devi and Sing (2023) conducted a comprehensive study in India to measure the physical effects of excessive screen exposure on teenagers, the results of which

revealed that being addictive to screen disrupts posture due to sedentary nature of the activity. They also stated that blurred vision can exacerbate the situation because poor eyesight affects their physical well-being adversely which may hamper their academic success in the long run. Another notable study was carried out by Lucena et al. (2015) in Brazil on secondary school students which unearthed that excessive screen time though games, social media, web browsing or videos has detrimental effects ranging from unending headache to poor sleep quality. Their study hinted that reversing this harmful trend is tough, but not impossible when sensible measures are taken to reduce screen time. Aligning with other studies, De Lima et al. (2025) probed the effects of excessive screen time on teachers in Brazil which unearthed that pushing the boundaries on the internet paved the way for physical inactivity. Thus, they suffered a lot from different symptoms ranging from obesity and high blood pressure.

2.2 Psychological Impacts of Screen Addiction

The adverse effects of screen addiction can not be restricted to only physical harm but should be expanded to psychological dimension. In this regard, an increasing number of studies have been conducted to find the correlation. To illustrate, Ahmed's (2022) study uncovered that Pakistani adults whose screen time surpasses tolerable amounts are susceptible to psychological distress in the forms of stress, anxiety, and depression. He also stated that such psychological diseases trigger mental disorders, so individuals' relationships with others are disrupted irreversibly. Subsequently, Nakshine et al. (2022) investigated the hazardous effects of screen addiction on Indian children and adults, which hinted that overreliance on electronic devices sharply reduces psychological resilience, so their decision-making and leadership skills cannot function properly. Dovetailing with other studies, Cardak (2013) carried out comprehensive research on university students in Turkey to forge a link between psychological well-being and being obsessed with electronic devices which documented that screen addiction is the culprit of diminished impulse control, loneliness, shyness and being moody.

2.3 Detrimental Sides of Screen Addiction to Social Well-Being

Exposure to screen in an unbalanced mode has multiple side effects on individuals' social lives as mentioned by many academics. For instance, Bilderback (2025) stated that the omnipresence of digital devices at workplaces disengage workers from social life, so it exacerbates work and life due to being over relied on by technological gadgets in the USA. In addition, Aragay et al.'s (2023) study in Spain on adults uncovered that screen addiction, particularly games, disrupts social relationships because some games promote violence, bullying and harassment. Thus, such players are inclined to transfer virtual abnormalities to their social lives which cause severe conflicts among individuals. Along with others, Li et al.'s (2022) study in China revealed that there is a chain reaction from parents to kids in terms of excessive internet use, so concerns raise to find the common ground between real and virtual life about maintaining healthy social relationships.

2.4 Negative Sides of Screen Addiction to Intellectual Well-Being

Over-dependency on electronic gadgets has been mentioned as a demotivator by a wealth of scholars to decline academic success dramatically. For example, Kaewpradit et al. (2025) stated that being addicted to screen has various implications on Thai university students because spending a lot of time in front of the screen drives users to sleep and study less, so they lag their peers in terms of academic performance. Subsequently, Begum et al. (2022) explored the effects of digital addiction on Saudi students' grades which unearthed that the majority of students earn unsatisfactory grades when they cannot quit digital devices after a while. In consistent with other studies, Akhter (2013) conducted a wide-scale study in Pakistan with university students whose study displayed that internet addiction paves the way for neglecting main academic responsibilities and failing many courses. Other noteworthy studies were conducted by Hashim et al. (2024) and Dayan and Yildiz, (2022) in Iraq on university students which showed that screen addiction especially gaming can put students' academic success at risk because the craving to play game increases each passing day unless sensible interventions are not implemented

3. METHODS

3.1 Research Design

The present study aimed to uncover sincere opinions of primary school teachers regarding screen addiction within the framework of qualitative research paradigms under mixed method hermeneutical phenomenology pattern. This pattern has been widely used to welcome personal experiences about a phenomenon from different angles by combining both qualitative and quantitative methods, thereby gaining in-depth insight to understand, interpret, and suggest logical ideas for the resolution (Ali, 2024). In this respect, a well-established cycle was adopted in the study, which encompassed creating research questions, inviting participants, offering workshops to clarify, obtaining consent forms, collecting data via questionnaires or interviews, analyzing data

through SPSS or NVivo 12 software programs, and illustrating distinguishing themes in an easily understandable format. Thus, it is expected to kill two birds with one stone: namely, delving into screen addiction among primary school students and offering practical solutions to kick this habit gradually.

3.2 Participants

English teachers who work in Erbil, KRI at public or private primary schools were selected via convenience sampling method in this study. The rationale to choose English teachers in Erbil was that they could be reached easily through emails, social media platforms or face-to face follow up interviews. 60 teachers were willing to join the study, with varying percentages in terms of gender. Additionally, their professional careers, ages, education levels, nationalities, types of school differed significantly, the details of which are illustrated in Table One below:

Table 1:
Distribution of participants demographically

Variables	Categories	f	%
Gender	Male	27	45
	Female	33	55
Age	22-27	6	10
	28-33	18	30
	34-39	18	30
	40-44	3	5
	45-49	12	20
	50+	3	5
Nationality	Arab	12	20
	Kurdish	18	30
	Turkmen	18	30
	Turkish	6	10
	Iranian	3	5
	Assyrian	3	5
Education Level	BA	45	75
	MA	12	20
	PhD	3	5
Experience	1-5	6	10
	6-10	18	30
	11-15	18	30
	16-20	12	20
	20+	6	10
School	Public	36	60
	Private	24	40
Instruction	Hybrid	42	70
	English	18	30

When Table One was examined thoroughly, it was stark that female teachers exceeded their male colleagues; more than half of the participants were between 28 and 39 years old; Kurdish and Turkmen participants were more than other nationalities; three quarter of the participants were the holder of BA; professional careers between 6 and 15 were the most common; around 60 % of participants were teaching at a public school and nearly three quarter of participants employed hybrid education while covering their English courses.

3.3 Data Collection Procedures and Statistical Analysis

Questionnaires and interviews were used as the primary means of data collection, which underwent a professional and transparent process to ensure excellence, the details of which are described in detail below:

The questionnaire was developed using six items on a five-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree), to obtain a more profound understanding of primary school students' screen addiction by their English teachers. The questionnaire items were revised based on the recommendations by Saritepeci (2021), who developed a scale to assess the degree of screen addiction in primary school students. It is crucial to note that in the pilot study carried out by Saritepeci (2021), face and content validity were established before presenting the questions to the participants. In addition, when the internal consistency of the final format of the scale was examined, it was found out that the Cronbach Alpha value in the overall and sub-dimensions of the scale was between .71 and .92 (Saritepeci, 2021). Apart from the questionnaire, the interview followed a stringent process to guarantee perfection. The researcher designed the interview questions. A vetting process was conducted and completed by two professionals with over 18 years of experience in the field of English. They expressed their concerns when confronted with unequivocal inquiries or superfluous elements. After the preliminary screening, the definitive version of the interview was preserved. Furthermore, interview questions were posed to non-participants as a pilot study to ascertain the time and potential obstacles before the main study. These techniques enabled the researcher to mitigate potential issues, ensuring efficiency at each stage.

The data collection process for this study spanned three months to systematically assess the impact of primary school students' screen addiction, utilizing the instruments above, following the necessary approval from the university's scientific committee by ethical standards. Participants were chosen from English teachers of public and private primary schools in Erbil. The researcher communicated with the participants through his previous co-workers at different schools. The items of the questionnaire and interview were converted to Google Forms to collect and analyze statistically in a convenient and transparent way. The scientific committee frequently monitored the study and provided suggestions for its improvement. Additionally, participants' consent forms were signed to participate in the study as volunteers. Once the data were collected, the interview data were analyzed using thematic content analysis (Braun & Clarke, 2006) with NVivo 12 facilitating the coding process. Data were systematically coded, and codes were grouped into three main themes: (1) Types of

Screen Addiction, (2) Various Adverse Effects of Screen Addiction, and (3) Roadmap for Eliminating Screen Addiction and questionnaires were examined by SPSS 28.

4. FINDINGS

The significant findings of the study were divided into two sub-sections to elaborate on quantitative and qualitative data. In other words, quantitative data were illustrated in the questionnaire, which was analyzed by using the features of descriptive statistics on SPSS 28, while qualitative data were depicted under distinguishing themes of the interview by activating NVivo 12 software tools.

4.1 Delving into Screen Addiction through the Lens of Teachers through a Questionnaire

Items of the questionnaire were designed to gauge the effects of screen addiction and possible strategies to employ for quitting it gradually, the details of which were visualized in Table Two.

Table 2.
Teachers' opinions on the effects of screen addiction and a roadmap to resolve

Survey Statements	Min	Max.	Mean	SD	Variance
1. Screen addiction disrupts students' learning.	4	5	4.85	0.68	0.430
2. Screen addiction affects the physical and psychological well-being of the students.	3	5	4.90	0.51	0.260
3. Parent seminars should be common to resolve screen addiction issue in cooperation.	2	5	4.82	0.54	0.320
4. Governing bodies should set strict rules to limit screen exposure time legally.	1	5	4.91	0.36	0.120
5. The Ministry of Education should shoot some videos and print brochures to raise awareness and take sensible action on screen addiction.	2	5	4.95	0.25	0.108
6. Governing bodies should offer well-established leisure time activities and expert support by allocating funds.	4	5	4.87	0.74	0.123

Table Two sheds light on key points to be contemplated thoroughly in understanding the scope of screen addiction and sensible measures to eliminate it gradually. To illustrate, the analysis of item one reveals that screen addiction affects students' learning directly without leaving any room for hesitation by considering the mean score, which is quite significant, 4.85. It hints that it is a real threat to the learning atmosphere, which should not be underestimated. In the same vein, the mean score of item two, 4.90, reveals that screen addiction has implications in terms of physical and psychological well-being. It suggests that the adverse effects of screen addiction include different domains of well-being. Subsequently, item three is integrated into the questionnaire to gauge the necessity of parent seminars in the eyes of teachers, which reveals that they have an irreplaceable place in taking rational steps and having a lasting sense of triumph because the mean score is substantial, at 4.82. Additionally, item four is inserted into the questionnaire to determine whether imposing some limits for children's internet use, which reveals that governing bodies should take firm steps to keep internet use time under control by activating legal means, because the mean score, 4.91, is one of the most significant items. It points out that parents and teachers should not be left alone but supported by governing bodies to reach an undisputable victory. Afterwards, item five aligns with the previous one in terms of taking concrete steps as governing bodies by shooting some effective videos and releasing brochures physically or virtually, considering the mean score, 4.95, because raising awareness should not be neglected to get the support of all interested parties. The last item is about providing complimentary amenities for students whose screen addiction should be diverted to facilities to do sports or do other leisure time activities, which is applauded widely by teachers with a 4.87 mean score. Taking all items into consideration, it is safe to conclude that screen addiction is an undeniable problem that can be tackled easily when the concerned parties negotiate and reach a consensus.

4.2 Delving into Screen Addiction through the Lens of Teachers through an Interview

Semi-structured interviews were created to receive participants' comments on the degree of screen addiction and to draw a roadmap for resolving it with a well-established framework. Accordingly, interview questions were formed as given below:

1. What are the detrimental effects of screen addiction, with specific examples?
2. What actions can be taken to eliminate screen addiction?

In this respect, the findings of the interview were categorized under specific themes, which were in line with the principle of content analysis.

4.2.1 Theme 1: Types of Screen Addiction

English teachers who contributed to the study with their perceptions on screen addiction highlighted several types over others. Thus, more decisive steps can be taken to solve each addiction within itself, the details of which are illustrated below in Figure One:

Figure 1. Perceptions of teachers on the most common type of screen addiction

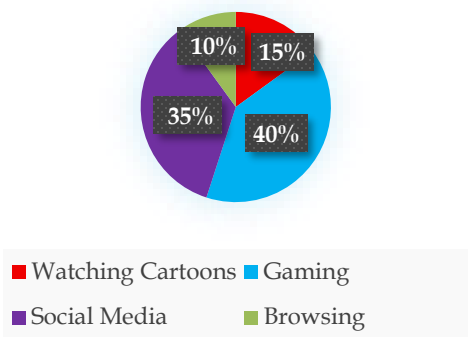

Figure One clearly describes that primary school students' favorite pastimes are ordered as gaming (40 %), social media (35 %), cartoons (15 %), and browsing (10 %). It can be argued that gaming addiction gets the lion's share among others in terms of screen addiction.

4.2.2 Theme 2: Various Adverse Effects of Screen Addiction

Screen addictions through numerous smart gadgets have urged educators to raise red flags about the physical impacts. To name a few, insomnia rates have skyrocketed as heavy internet use has lured kids to play without stopping. They tend to miss important points when they are away from the internet. In this regard, one of the teachers stated that:

"I conduct polls in my class to check whether they sleep well or not. Whenever I ask such questions, I notice that their sleeping patterns have been disrupted due to excessive use of the internet. There is no denying that sleeping is a necessity that should be fulfilled within 24 hours. When their sleep quality is poor at home, they become sleepy in class, which has many negative consequences, such as loss of concentration, eye strain, memory problems, and fatigue. It is not uncommon that their academic performance falls sharply in those moments."

Additionally, sleep deprivation due to screen addiction exacerbates students' psychological issues. Thus, they may suffer from various problems such as mood swings, depression, stress, and aggression. In this respect, many teachers elucidated that:

"There is a negative chain reaction between being exposed to screens uncontrollably and having psychological impairments. For example, being unable to control emotions, social isolation, and blaming others are observed commonly. Besides, their psychological problems disrupt their eating habits, which may cause obesity in the long run. It can be sensible to acknowledge the adverse effects of it and take reasonable and effective steps."

Subsequently, the intellectual capacity of learners is affected adversely when students reserve much more time for the screen rather than showing progress in their self-study habits. In other words, they are doomed to fail or at least get lower marks than their real potential. Teachers have articulated many sad incidents in this regard:

"We have some students who initially avoid using the internet excessively. However, their usage time increased substantially in the following months. When they disconnected themselves from the real world, it was not surprising that their academic success deteriorated. Those students barely passed or failed many courses, including English, due to sleep deprivation, short attention span, misperception, or poor vision. Moreover, primary school years are golden periods which cannot be retrieved in other stages, so parents and teachers should acknowledge this fact and act more rationally to have a solid background in verbal or arithmetic-based subjects."

4.2.3 Theme 3: Roadmap for Eliminating Screen Addiction

Teachers' personal opinions reflected some practical solutions that had dimensions to include students, parents, teachers, and other governing bodies. To illustrate, they reiterate that:

"Parents should be invited to collaborate and solve screen addiction gradually with an approved plan. When they are invited, the problem can be depicted with clear examples and statistics, and disciplinary case records. Later, a roadmap can be drawn to reduce screen time, create alternative extra-curricular activities, and activate a reward system to encourage learners to have less exposure to screens."

Additionally, governing bodies can take solid steps to raise awareness and eliminate screen addiction in the long run. In this regard, many teachers state that:

"Ministries of health, education, communication, and youth can collaborate to set limits for screen exposure legally, monitor, and fine. Additionally, they can authorize bodies to take videos, release brochures, and spread them through mass media outlets, streets, and schools. By doing so, all relevant parties can realize the destructive effects of screen addiction and behave more responsibly. Last but not least, they can provide facilities to spend enjoyable time freely or assign free experts to offer therapies and guide screen addicts to kick their bad habits."

5. DISCUSSION

This study is an attempt to gauge the level of screen addiction among Iraqi primary school students via the perception of English teachers through a mixed-methods hermeneutical phenomenology pattern, including

questionnaires and interviews. The findings of the questionnaire revealed that screen addiction has harmful effects on students' learning atmosphere, which culminates in lower grades in many subjects, including English. This finding is consistent with Shebl et al.'s (2023) assertions, which stated that screen addiction poses several risks academically, thereby lowering students' grades incessantly. Besides, teachers reiterated that students' physical health is affected adversely due to being exposed to screens over a period of time, which aligns with the study of Kizilok and Ozak (2021). They pointed out that fatigue, poor vision, and restlessness are symptoms of screen addiction in primary school students. Subsequently, teachers elucidated that students' psychology has been disrupted because of excessive screen exposure. In this regard, Devi and Sing (2023) contended that being moody, aggression, stress, and anxiety are common implications of screen addiction on students. Dovetailing with others, Bilderback (2025) concluded that screen addiction has negative reflections in students' academic, social, and personal lives, so it is of most significant importance to weigh its detrimental impacts and take appropriate action.

Once problems and dimensions of screen addiction were figured out, teachers came up with crystal-clear solutions to combat screen addiction and eliminate it gradually. For instance, they proposed setting limits on exposure, taking videos, issuing brochures, and holding well-established seminars with parents. Those suggestions are in line with the studies of De Lima et al. (2025) and Li et al. (2022), which unearthed that screen addiction should be acknowledged as a serious threat to society, and it is a must to act collaboratively with governing bodies and parents. The second instrument was the interview, which shed light on significant points to understand the phenomenon and take logical steps. The findings of the interview were analyzed through content analysis, which revealed that gaming and social media addictions are at the forefront of consuming students' precious time and distracting them from their primary responsibilities. This finding resonates with the studies of Begum et al. (2022), which documented that gaming and social media inclinations are at alarming levels among students. Furthermore, the findings of the interview emphasized the significance of collaboration between parents and other responsible bodies, as suggested by Hashim et al. (2024). Apart from portraying the physical and psychological implications of screen addiction, excerpts in the interview highlighted that facilities to spend enjoyable time and live healthily should be provided freely by authorities so that they can find a way to break their harmful habits and change their routine positively. Kaewpradit et al. (2025) stated that building facilities to do sport freely can be a real game-changer in students' lives. Otherwise, it can be impossible to divert their attention from the screen, which tempts them through various stimuli. When both instruments were triangulated, it was observed that questionnaires and interviews complemented each other harmoniously without leaving any room for hesitation.

6. CONCLUSION

The present study emphasized the gravity of screen addiction among primary school students and offered some practical suggestions to alleviate its negative effects. For instance, questionnaires hinted that screen addiction, particularly gaming and social media, is at alarming levels, which may have adverse effects in physical, psychological, social, and intellectual domains. In addition, the findings of the questionnaire echoed that parents, teachers, administrators, experts, and policy makers should convene to negotiate and solve the issue permanently by raising awareness through workshops, videos, and brochures. Furthermore, questionnaires showed that governing bodies should provide cost-free facilities for kids to burn their energy and live healthily by distracting them from the screen. The interview excerpts also resonate with the questionnaire. English teachers in primary schools stressed that taking action promptly is a necessity to avoid having bitter experiences due to screen addiction. Thus, all stakeholders should behave more responsibly and take appropriate actions.

Various key points will be under the spotlight when the implications of the present study are considered. Firstly, school administrations should employ a screen addiction scale to detect addicts and offer expert support. Secondly, English classes should cover more learning by doing activities rather than digitizing all sessions. After that, governments should drive mass media companies to display public spots about raising awareness more frequently. In addition, short film competitions can be held locally or internationally to emphasize the adverse effects of screen addiction. Subsequently, free green and sports areas should be incentivized to be away from digital devices. Besides, screen time should be monitored closely by parents and representatives of the Ministry of Communication through gadgets or applications. Finally, parents should value their kids' ideas and cement a lasting relationship with them so that they can avoid feeling isolated.

The present study has some limitations that should be acknowledged for future studies. To begin with, the sample population was chosen from English teachers at primary schools in Erbil, KRI, which can be enlarged. Afterwards, perceptions of other subjects like biology, physics, science, and geography can be gathered in future studies. Additionally, the present study only included perceptions of screen addiction, which can be correlated with students' grades. Furthermore, primary school

teachers can be expanded to other stages, such as kindergarten, secondary school, or tertiary level. Finally, parents' sincere opinions can contribute to understanding the issue from different angles and proceed accordingly.

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تصوّرات معلّمي اللغة الإنجليزية حول أثر إدمان الشاشات في تشتيت انتباه تلاميذ المرحلة الابتدائية

الملخص

تمثل سنوات المرحلة الابتدائية فترة أساسية في النمو المعرفي والانفعالي واللغوي والجسدي للأطفال، وهي عناصر تؤثر بشكل كبير في صحتهم العامة. غير أن هذا الطور الحاسم من النمو بات يتعرّض لاضطراب متزايد بفعل الاستخدام المفرط للأجهزة الرقمية، حيث أصبح إدمان الشاشات قضية عالمية مقلقة. تستقصي هذه الدراسة تصوّرات معلّمي اللغة الإنجليزية بشأن ظاهرة إدمان الشاشات لدى تلاميذ المرحلة الابتدائية في مدينة أربيل في العراق، مع التركيز على أثرها والسبل الممكنة لمعالجتها. وقد وجّه البحث بسؤال محوري: كيف يدرك معلّمو اللغة الإنجليزية أثر إدمان الشاشات على صحة التلاميذ، وما الحلول التي يقترحونها؟ اعتمدت الدراسة منهجًا مختلطًا قائمًا على الظاهراتية التأويلية، وجُمعت البيانات من خلال استبيانات ومقابلات مع ستين معلّمًا للغة الإنجليزية من المدارس الحكومية والأهلية خلال فترة ثلاثة أشهر في عام 2025. أظهرت النتائج أن الألعاب الإلكترونية ووسائل التواصل الاجتماعي تمثلان العاملين الرئيسيين المساهمين في إدمان الشاشات، وهو ما ينعكس سلبًا على الصحة الجسدية والاستقرار النفسي والتفاعلات الاجتماعية والنمو العقلي للتلاميذ. كما حدّد المعلّمون مجموعة من التدخلات الممكنة، من أبرزها: تنظيم ورشات توعية، إنتاج مقاطع فيديو تعليمية، توزيع مطويات إرشادية، إضافة إلى تحسين البنية التحتية المدرسية من خلال تهيئة مرافق رياضية ومساحات خضراء. تهدف هذه الرؤى إلى تزويد المربين وأولياء الأمور وصنّاع القرار بالمعرفة اللازمة لتعزيز الجهود المشتركة للحد من إدمان الشاشات وتشجيع أنماط رقمية أكثر صحية لدى المتعلمين الصغار في البيئات التعليمية المبكرة.

الكلمات المفتاحية: معلّمو اللغة الإنجليزية، الألعاب الإلكترونية، إدمان الشاشات، وسائل التواصل الاجتماعي، الصحة العامة.

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تێڕوانینی مامۆستایانی زمانی ئینگلیزی دەربارەی کاریگەریی ئاڵوودەبوون بە شاشە لەسەر پەرشوبڵاوبوونی سەرنجی خوێندکارانی قۆناغی سەرەتایی

پوختە

قۆناغی خوێندنی سەرەتایی، قۆناغێکی بنەڕەتییە بۆ گەشەی فکری، سۆزی، زمانەوانی و جەستەیی منداڵان، کە هەموو ئەمانە بەشداربیەکی بەرچاویان هەیە لە باشبوونی گشتیان. بەڵام، ئەم قۆناغە گرنگەی گەشەکردن بە شێوەیەکی زیاد لە پێویست تێکدەچێت بەهۆی زیادەڕۆیی لە بەکارهێنانی ئامێرە دیجیتاڵییەکاندا ، وە ئاڵوودەبوون بە شاشە وەک نیگەرانییەکی جیهانی سەرهەڵدەدات. ئەم توێژینەوەیە تێڕوانینەکانی مامۆستایانی زمانی ئینگلیزی دەربارەی ئاڵوودەبوون بە شاشە لەناو خوێندکارانی قۆناغی سەرەتاییدا لە هەولێر، عێراق، تاوتوێ دەکات، بە تایبەت سەرنج دەخاتە سەر کاریگەرییەکانی و ڕێگەچارە گرنگەکاوەکان. توێژینەوەکە بە پرسیارێکی سەرەکی ڕێنمایی کراوە: مامۆستایانی زمانی ئینگلیزی چۆن کاریگەریی ئاڵوودەبوون بە شاشە لەسەر باشبوونی قوتابیان دەبینن، و چ چارەسەرێک پێشنیار دەکەن؟ بە بەکارهێنانی ڕێبازی تێکەڵاوی فینۆمینۆلۆژیای هێرمینۆتیکی، توێژینەوەکە داتا لە ڕێگەی ڕاپرسی و چاوپێکەوتن لەگەڵ شەست مامۆستای زمانی ئینگلیزی لە هەردوو قوتابخانەی حکومی و تایبەت کۆدەکاتەوە لە ماوەی سێ مانگدا لە ساڵی ٢٠٢٥دا. دەرئەنجامەکان ئەوە دەردەخەن کە یاریبە ئەلیکترۆنییەکان و سۆشیاڵ میدیا هۆکاری سەرەکین بۆ ئاڵوودەبوون بە شاشە، کە کاریگەری نەرێنی لەسەر تەندروستی جەستەیی، جێگیری دەروونی، کارلێکە کۆمەڵایەتییەکان، و گەشەی فکری خوێندکاران هەیە. مامۆستایان چەندین ڕێگەچارەی گرنگەکاویان دەستنیشان کردووە، لەوانە وۆرک شۆپی هۆشیاری، ڤیدیۆی پەروەردەیی، بڵاوکراوەی زانیاری، و باشترکردنی ژێرخانی قوتابخانە لە ڕێگەی دامەزراوە وەرزشییەکان و ڕووبەری سەوزەوە. ئەم تێڕوانینانە ئامانجیانە ڕوونکردنەوە بدەن بە پەروەردەکاران، دایک و باوکان، و داڕێژەرانی سیاسەت، هاندانی هەوڵی هاوبەش بۆ کەمکردنەوەی ئاڵوودەبوون بە شاشە و پەرەپێندانی خووی دیجیتاڵی تەندروستتر لەناو فێرخوازە گەنجەکاندا لە ژینگەی پەروەردەی سەرەتاییدا.

وشە سەرەکییەکان: مامۆستایانی زمانی ئینگلیزی، یاریکردن، ئاڵوودەبوون بە شاشە، سۆشیال میدیا، خۆشگوزەرانی