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The Effect of Task- Performance Model Practice in Social Casework on Reducing Electronic Addiction Risk among Middle- School Students

Prepared by

Dr. Ahmed Wajih Eldosoky El Morsy
Assistant Prof. of Social Casework Kafr El Sheikh
Higher Institute of Social Work

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Abstract:

The current research investigated the effect of a professional intervention program using the Task-Performance model on reducing electronic addiction risk among middle- school students. A quasi-experimental pre-posttest design utilized to determine the effect of an independent variable or the professional intervention program using the task-performance model, in social casework, on a dependent variable or reducing electronic addiction risk among middle- school students with one experimental group consisting of 15 participants. Furthermore, a scale for the risk of electronic addiction among middle school students was developed by the researcher. Results proved the main hypothesis, stating there was a statistically significant positive correlation between the implementation of the Task-performance model in social casework and reducing electronic addiction risk among middle- school students on both the pre-test and post-tests of the experimental group's mean score, favoring the post-test measurement. Accordingly, a program based on the Task- performance model was proposed to reduce electronic addiction among middle school students.

Keywords: Task-focused Model, Risk of Electronic Addiction, Middle School Students.

المستخلص:

بحثت الدراسة الحالية تأثير برنامج تدخل مهني باستخدام نموذج التركيز على المهام لتقليل مخاطر الإدمان الإلكتروني بين طلاب المدارس الإعدادية (المتوسطة). وتم استخدام تصميم شبه تجريبي لتحديد تأثير المتغير المستقل أو برنامج التدخل المهني باستخدام نموذج التركيز على المهام في خدمة الفرد على المتغير التابع أو تقليل مخاطر الإدمان الإلكتروني بين طلاب المدارس الإعدادية مع مجموعة تجريبية واحدة تتكون من ١٥ مشاركًا .علاوة على ذلك، تم تطوير مقياس لمخاطر الإدمان الإلكتروني بين طلاب المدارس الإعدادية من قبل الباحث .أثبتت النتائج الفرضية الرئيسية، التي تنص على وجود علاقة إيجابية ذات دلالة إحصائية بين تطبيق نموذج التركيز على المهام في خدمة الفرد وتقليل مخاطر الإدمان الإلكتروني بين طلاب المدارس الإعدادية في كل من الاختبارات القبلية والبعدية لمتوسط

درجات المجموعة التجريبية، لصالح قياس الاختبار البعدي .وبناءً عليه، تم اقتراح برنامج قائم على نموذج التركيز على المهام للحد من الإدمان الإلكتروني بين طلاب المدارس الإعدادية.

الكلمات المفتاحية: نموذج التركيز على المهام، مخاطر الإدمان الإلكتروني ، طلاب المدارس الإعدادية (المتوسطة).

Firstly: Problem

The revolution in the world of communication has led both the young and old to live in a technological world, where a virtual society dominates their interests and consumes much of their time. The new media has provided new channels and means of communication, opening up opportunities for discussion and dialogue through various forms of interaction via the electronic, transitioning from traditional one-way to media communication (Al-Abd, 2021: 13). The emergence of new communication technologies, especially the electronic, has contributed to the existence of a virtual community, apart from the physical world or the eal society. In this community, parents, children, sons, and daughters interact spontaneously and naturally without constraints, sharing common interests and diverse social relationships. The increased use of these virtual social networks has impacted the structure of social relationships, transforming tied social interactions of physical presence, time, and location into virtual relationships in an online space unrestricted by geographical or social boundaries. (Alhamsy 2022: 206)

Social media have become an integral part of many individuals' and families' lives, influencing their social, educational, scientific, economic, and professional aspects. They have occupied a significant place in their minds and hearts, intertwined with feelings of happiness, sadness, joy, and pain. For individuals, especially those addicted, it becomes challenging to easily break free from this influence, requiring a gradual approach for treatment of setting free and restoring a balanced use of these platforms. The aim is to have the addict been convinced of their ability to live parts of their life or days without social media, realizing that life holds meaning beyond platforms. Once they reach this belief, they have truly overcome the addiction and become sane in their interactions with social media.

Social media platforms have captivated society greatly due to the ease and facilitation they provide for communication among people. Their popularity and usage have expanded and increased as a major mania.

Individuals communicate through these platforms to know each other's news, receive topics, and stay updated on novelties in the world. (Mohammed, 2020: 74)

Stopping the use of technology or depriving individuals of interacting with is not available due to the significant benefits it offers and age requirements and necessities. The solution is moderation in usage and avoidance of excessive engagement, as indulgence may result in neglecting many familial, social, academic, or personal duties which, in turn, can lead to self, social and familial decline. (Almagaly 2017:104)

Actually, one of the darkest aspects of the electronic is electronic addiction. Kimberly (2016) was the first to describe excessive electronic use as electronic Addiction Disorder. Her initial research aimed at defining electronic addiction as using the electronic for more than 38 hours per week (Muralis & George, 2017: 24) Observation of real behavioral and social patterns has revealed continuous increase and high demand across various societal groups using the electronic, especially teenagers, whose usage may escalate to addiction. British psychologists have indicated that a one out of 200 electronic users shows symptoms of addiction, spending 38 hours or more online without productive activity. (Al-Tarawneh& Al-Fanikh, 2022: 286) This addiction may impact human conduct, social relationships, problem-solving approaches, enhancing individual values over societal ones, especially neglecting teamwork value. (Sari, 2018: 310)

Young (2016) indicated that the most addictive sites for electronic users are interactive applications. The ability to connect with others in the virtual world makes an individual present themselves as desirable and establish a degree of connection and intimacy with some others, leading them to become immersed in these activities to the point of addiction. In contrast, collecting information and sending emails do not have the same addictive effect (Young, 2016: 237). Also, chat rooms are confirmed to be the most attractive sites for electronic users, accounting for 35% of the time people spend online, followed by news groups (15%) and web searching (7%), while information gathering and searching only occupy 2% of the time spent online. (Hamad, 2018: 117)

Regarding the relationship between electronic addiction and gender differences, Shotton and Anderson (2019) found that those who

became addicted to the electronic were mostly introverted males with a computer orientation (Shotton, 2019:). However, Young(2016) proved that there was no difference between genders in electronic addiction; the difference lied only in the content of addiction, with each gender becoming addicted to specific sites that align with their stereotypical image (Young, 2016: 899). According to De Angelis (2020), males showed more interest in sexual and visual stimuli, while females were more interested in interactive relationships (De Angelis, 2020: 7).

Mohammed (2020) showed that there was a percentage of electronic addiction among high school students and that there was a relationship between electronic addiction on one hand, and self-regulation and curiosity on the other. Additionally, there were significant differences based on gender in electronic addiction among high school students. Significant differences existed between persons with high and low self-regulation in electronic addiction, as well as between persons with high and low curiosity in electronic addiction.

Al-Abd (2021) revealed that the electronic contributes to addressing the drawbacks of traditional teaching methods by educating students on electronic concepts and skills, helping them understand various abstractions and clarify scientific facts visually through effective software utilization. This represents an objective response to the current call by educators to reconsider the structure and presentation of curricula in new ways that align with scientific and technological advancements to achieve desired objectives. It contributes to achieving the principle of learning, elucidating the type of correlational relationship between the academic achievement of first-grade students and their skill performance and orientation towards the electronic.

Al-Hamzi, (2022) revealed a relationship between electronic addiction and social communication skills among the studied sample. Significant differences were found in electronic addiction among the sample based on gender in favor of females. No differences were found in electronic addiction among the sample based on economic status, nor based on scientific specialization.

Gharaibeh (2022) indicated that 23% of the sample used the electronic for (1-3 hours), which accounts for 41.1%. Additionally, 35.7% used the electronic for less than one hour, indicating no issue with the usage volume as the usage rates are normal and within reasonable limits. The most popular websites among university students

were technical and music websites at 48.2%, followed by chat and conversation websites at 42.9%. The reasons for this preference may stem from the urgent need for relaxation after a long day at university with books and exams, where young people found the electronic as the sole escape from the study environment. As for scientific and cultural websites, they obtained a percentage of 28.6%, since the electronic served as a scientific and cultural library containing all knowledge.

In the current research, the researcher showed that online communication helps to expand an individual's social network with others on local, regional, or international levels. It also provides a space for conversation and expanding social relationships, allowing individuals the freedom to present themselves to others with great liberty and without restrictions. However, it is essential to have limits, controls, and monitoring in place for electronic use, especially for students at schools, to prevent the acquisition of undesirable behaviors.

Salah (2022) highlighted the negative impacts of social networking sites on the relationship between participants and their family as reducing personal interactive dialogue within the family while facilitating dialogue through these social networks inside home.

Abdel Hamid (2023) explained that individuals seeking to communicate with others are influenced positively or negatively by various factors surrounding them, such as psychological factors like lack of psychological compatibility, emotions, anger, and anxiety, social factors like severing social ties, personal obstacles like hastiness, interrupting others, sarcasm, and ridicule of others, with one of the most significant obstacles being arguing with others. Social communication, like other social phenomena, is linked to various factors including lack of psychological compatibility, feelings of despair, anxiety, anger, social factors like animosity, and social deception.

Al-Ammar (2023) aimed to investigate electronic addiction among students at Damascus University - Daraa Branch in the light of the following variables: gender (male and female), major, academic achievement level, economic status, number of hours spent on the electronic, favorite websites. The study adopted an analytical descriptive approach. The sample was randomly selected and consisted of 674 students from all colleges and institutes. A new scale was developed, the electronic Addiction Scale, following methodological steps for scale construction. The results revealed the following: no

significant relationship between electronic addiction and academic performance was found. However, a significant positive relationship was found between electronic addiction and economic status. There was no significant difference in electronic addiction based on gender, with only some differences observed between Arts students on one hand and Education, Law, Science, and Economics students on the other hand in favor of Arts students. On average, students spent 2.87 hours daily on the electronic out of a total of four hours. Social media sites were the most visited among all websites in terms of user percentage.

The relationship between electronic addiction and the emergence of sleep disorders among a sample of university students was investigated at the University of Mohamed Boudiaf in M'sila(2023). Furthermore, statistically significant differences were attributed to the gender variable, as well as the job variable (employed, unemployed). A correlational descriptive approach was used. The study sample consisted of 152 young university students. Two tools were utilized for data collection: the electronic Addiction Scale by Ahmed (2007) and the Sleep Disorders Scale by Al-Banna (2007). The psychometric properties were recalculated after their application in the local environment. The study concluded that there is a statistically significant relationship between the degree of electronic addiction and the emergence of sleep disorders in the sample. The level of electronic addiction was low in the study sample. There are statistically significant differences in the degree of electronic addiction attributed to the gender variable in favor of males within the sample. The degree of emergence of sleep disorders was moderate in the study sample. There are statistically significant differences in the emergence of sleep disorders attributed to the job variable (employed, unemployed) in favor of the employed individuals within the study sample.

Yildiz (2023) concluded that electronic usage is the responsibility of parents, teachers, and specialists who educate students about the dangers of electronic addiction. They must regulate the time of electronic usage, whether for work or entertainment, to only two hours a day. Parents should monitor their children's electronic usage, the nature of their online activities, the types of programs they use, guide them to useful and purposeful websites, prohibit unethical and unhelpful sites, and establish a schedule for individual electronic usage.

Pagan (2023) highlighted that electronic users are drawn to the vast amount of knowledge available online, leading them to spend numerous hours browsing. Chat addiction emerges when individuals start neglecting their real-life relationships and immerse themselves in the online world, often due to emotional dissatisfaction or specific psychological issues.

Furthermore, Kanka (2023) revealed that electronic usage exposes students to risk, leading to unhealthy behaviors. The results also indicated a direct and positive correlation between teachers' positive perceptions of risky electronic behavior in school-age children (i.e., awareness and understanding) and their responses, which in turn exacerbates electronic usage issues among students.

Touloupis (2023) emphasized that efforts to increase electronic access in schools can lead to greater academic performance improvement for students if integrated with policy initiatives that enhance electronic access at home and integrate online educational tools in schools.

Additionally, Badasyan and Silva(2023) and Yebowaah (2023) concluded that the electronic offers students the opportunity to rapidly expand their knowledge by accessing vast amounts of information. However, electronic access also has a negative aspect where not all information is of good quality.

Al-Sanhouri (2013) states that social work is a humanitarian profession that efficiently deals with all segments recognized by society to help people to improve their quality of life. The practice of social work aims at strengthening the capabilities and enhancing social performance of individuals, families, and communities by identifying pressures often associated with social aspects and providing preventive, therapeutic, and developmental Works to clients, thereby improving their social performance. (Al-Sanhouri, 2013: 483)

In the current research, the researcher sees that social casework can empower working women to participate in public life. This is due to the availability of inputs, models, and therapeutic theories through which it adapts to contemporary changes, addressing emerging positions and issues.

Task-performance therapy model is considered one of the therapeutic models that have shown great success in treating many issues, as confirmed by Abdel Aal (2017) on the effectiveness of the task-orinted therapy model in reducing hyperactivity in children.

Bayomi (2008) studied the practice of the task-performance therapy model in social casework to develop social responsibility in in-charge children. Moneer (2001) investigated the effect of the task-performance therapy model on developing social skills for the visually impaired. Task-Performance model in social casework addresses social transformation issues, which create actual variations in social situations by performing several consecutive tasks that help trainee client to bear social responsibility towards oneself, others, and the organization as a whole. It works on developing the client's social skills and relationships.

The above presentation highlights the necessity of practicing the task-centered model in social casework to reduce the risk of electronic addiction among middle school students. Consequently, the research problem can be formulated as follows:

- Practicing the task-oriented approach in social casework to mitigate the risk of electronic addiction among middle school students.

Second: Significance of the Research:

1- Adolescence, especially at the middle- school education, is considered a sensitive stage of growth due to physiological changes. These changes have profound effects on physical, psychological, mental, and social aspects of growth. Therefore, it is essential to protect adolescents from risk that threaten their social, health, cognitive, and cultural future.

2- In light of the technological advancement of the digital age and its positive and negative implications on individuals, communities, and society, many drawbacks of modern technology, especially social media, are found to have adverse effects on modern technology users, particularly adolescents. This makes this group vulnerable to electronic addiction, exposing them to various social, psychological, behavioral, and cognitive risk.

3- The interest of the social work profession in general, and social casework in particular, in dealing with contemporary problems, issues, and challenges associated with the digital age and its relationship to electronic addiction negative impact on adolescence from psychological, social, and behavioral perspectives.

4- Results of the current research can contribute theoretically and practically to the social work profession and social casework by

utilizing theories and theoretical models to address electronic problems, including adolescence electronic addiction.

5- Results of the current research can influence the academic persons, practitioners, and the proposed program can be implemented in educational institutions, especially for adolescents at the preparatory stage level, due to the scarcity of programs focusing on electronic addiction in teenagers.

6- The current study may draw attention to the phenomenon of electronic addiction and the role of the task-performance model in alleviating its risk, proposing a specific scale for electronic addiction among adolescents.

Third: Aims of the Research

Examining the effect of the professional intervention program using the task-performance model on reducing the electronic addiction risk among middle school students.

Objectives of the Research:

1- Identifying the role of the task-performance model in addressing the most commonly used electronic sites by middle school students.

2- Identifying the role of the task-performance model in addressing the electronic addiction risk among middle school students.

3- Determining the expected role of social casework practitioner using the task-performance model to alleviate the electronic addiction risk among middle school students.

Fourth: Hypotheses of the Research

There is a statistically significant positive relationship between practicing the task-performance model in social casework and reducing the risk of electronic addiction among middle school students.

The following sub hypotheses stem from the main hypothesis

1- There is a statistically significant positive relationship between practicing the task- performance model in social casework and identifying the most commonly used websites by middle school students.

2- There is a statistically significant positive relationship between practicing the task- performance model in social casework and addressing the risk of electronic addiction among middle school students.

3- There is a statistically significant positive relationship between the expected social caseworker's roles using the task- performance model to reduce the risk of electronic addiction among middle school students.

Fifth: Concepts of the Research:

1- Concept of Task-Performance Model:

The Task-performance Model is viewed from the perspective of social casework as dealing with the client's potentiality and position. These goals are determined according to the client's actual needs, the organization's function, and capabilities. Specific duties are predefined for the client to execute, involving addressing the client's problem. These tasks are carried out with the guidance and assistance of the social worker who provides reinforcement, support, and encouragement to the client. The social worker, also, conducts evaluations to ensure the completion of these tasks. (Siddiqi, 2017: 299)

This model focuses more on solving the apparent problems rather than on the reasons causing role performance problems and conflicts, problems of social transformation, problems of resource unavailability, problems of emotional pressure reactions. Tasks are considered one of the model's key features and are divided into: (Al-Najouli, 2019: 34)

1- General tasks, which involve directing performance without going into details.
2- Procedural tasks, meaning the actions that the client must take.

The professional intervention strategy based on task- performance model in social casework aims at:

1- Assisting the clients in solving their problems.
2- Providing the clients with constructive experience in problem-solving in order to enhance their ability for solving future problems they may encounter.

The social worker collaborates with the client in a series of steps, including:

1- Identifying the targeted problem.
2- Contracting.
3- Task planning.
4- Task implementation.
5- Analyzing and reviewing obstacles.
6- Task review.
7- Conclusion. (Abdul Hakim, 2018: 14)

The core strategy of social casework relies on the task- performance model, assuming that the efficiency of conventional treatment methods

in social casework practice can be enhanced by focusing on assisting clients in achieving specific self-selected goals within short time frames, especially those chosen by the clients themselves and implemented over short periods. To achieve the model's objectives, practitioners utilize a set of techniques, including discovery, construction, encouragement, guidance, clear understanding, interpretation, modeling, and role-playing. (Sakr, 2009:18)

Additionally, other therapeutic techniques can be employed to help clients solve problems, considering the nature and quality of the problem, the client's personality, and the number of persons involved in the problem. This approach stems from the dependence of task-performance therapy on the free theory.

In the current study, the concept of task- performance model refers to a form of short-term professional practice used by the researcher as a therapeutic approach in social casework to reduce electronic addiction risk among middle school students.

3- **Concept of risk:**

The linguistic definition of the word "risk" relates to negative consequences resulting from irregular, deviant, or mal- adaptive behavior, which is wrong and inappropriate behavior that leads to harming oneself or others or both together (Ali, 2020: 90), and they are negative behaviors that lead to disruption and threat to the security and safety of society and its children (Al-Alemi, 2019: 604). risk, also, mean invisible and undesirable events in the future or circumstances and states in the real world where there is exposure to an adverse situation that is a condition where there is a possibility of deviation from the desired, expected, and familiar outcome, or a major cause of harm (Abdel Ghani, 2021: 190).

Consequently, risk can be operationally defined according to the current research as follows: a set of events and situations resulting from electronic addiction that do not align with the standards, customs, traditions, culture, practices, and beliefs and have negative and undesirable effects on the security and stability of society. This risk varies from economic, political, military, social, and cultural impacts, requiring the convergence of various professional efforts to address and alleviate them among middle school students.

4- Concept of Electronic Addiction:

Scientists have differed in the use of the concept of addiction to the electronic, where some objected to consider a person an addict if they

use the electronic excessively as the network is not a habit, but rather a feature of modern life that cannot be dispensed with. They considered the electronic as an environment and addiction cannot be on an environment. However, recent research have confirmed that addiction to the electronic has become a reality and a pathological obsession. Psychiatrists have been researching it and the concerns of excessive and exaggerated use of the network, leading to terms such as electronic addiction, pathological electronic use, or compulsive electronic use. According to a survey conducted in 2005 by Stanford University, it was determined that the average time spent using the electronic is three and a half hours daily. (Pierce, 2016:2)

The American Psychiatric Association (APA) has recognized electronic addiction as part of other addiction elements, defining it as a disorder characterized by a compulsive psychological need due to unsatisfied electronic use, and leading to various symptoms. (www.APA.Org/Inernetaddiction.htm.)

Electronic addiction behavior is defined as: "A pleasure that allows the feeling of pleasure and hides internal tension at the same time, despite the individual's efforts to reduce this tension due to the inability to control it. While doing so, the individual continues to act despite the negative and harmful consequences, using the term electronic addiction when the individual's primary preoccupation is connecting and surfing the electronic. (http://www.Psyweb/addiction.html).

Persons and Hall defined electronic addiction as a corrective and compensatory process for low self-esteem in various life domains. According to Tory (2000), "Electronic addiction is a state of pathological and non-adaptive electronic use leading to behavioral disorders, evidenced by several phenomena including spending increasing hours in front of the computer consistently exceeding the limits initially set by the individual."

The concept of electronic addiction refers to the preoccupation of adolescents with websites and electronic applications through social networking sites for the longest possible time, which affects their individual and collective behavior, causing the adolescent many social, behavioral, and psychological risk.

5- Concept of Middle School Students:

Middle school corresponds to early adolescence, extending from the age of twelve to fifteen. It is a stage of conflict between childhood and maturity. A student in this stage tends to be treated like an adult and

expects recognition of his manhood from those around. For the student, childhood represents weakness, while manhood represents strength. A student tends to independence, self-perception, and if not treated as an adult, may feel anxious and tense. However, if he feels his manhood, he experiences security and tranquility. (Ad-Dar'an, 2016: p.14)

Adolescents, at his stage, are characterized by excessive sensitivity, quick temper, and getting angry over trivial reasons, directing their anger towards individuals and groups they interact with. Their personality is shaped by their social environment. It is noticeable that feelings of anxiety and instability, especially at the beginning of this stage, are not easily disclosed to parents or teachers unless they persistently inquire about them. (Alzayuri, 2019: 76)

At this stage, students demonstrate the need to form friendships with those they choose and feel comfortable with, feeling wanted and capable of participating in their work and play. They tend to focus more on material aspects than spiritual ones, often being amazed by the surrounding world. In terms of social and emotional relationships, they are influenced by the fears of adults who know that this stage could be a period of either emotional stability or severe disruption. Therefore, their fear for the student from experiencing turmoil, leads them to impose restrictions on students who were having much freedom before. This can strain students' relationships with adults, especially parents. (Al-Ziyat, 2016: 54)

The preparatory stage (early adolescence) is a developmental phase situated between childhood and adulthood, a transitional period during which a child moves from the world of childhood to the world of adults. The term "adolescence" does not equate to maturity and youth as synonyms, as adolescence signifies distinctive physical, mental, emotional, and social changes that occur during the second decade of life. Hence, teenagers are sometimes referred to as "Teenage" between childhood and adulthood. (Al-Anzi, 2017: 14)

The researcher refers to middle school students, who are considered to be in the early adolescence stage, with an age range of (12-15) years, which is the intermediate stage between childhood and maturity.

Sixth: Theories of the study:

1- Learning Theory:

This theory emphasizes the positive reinforcing effects of electronic use, which can evoke feelings of happiness and activity in users based on the conditioning principle. The use of the electronic by shy or

anxious persons to avoid anxiety-provoking situations such as face-to-face interactions tends to promote electronic usage.(Murali&George,2017: 25)

2- Cognitive-behavioral Theory:

Turel (2020) introduced a cognitive-behavioral theory regarding problematic electronic use, where it is perceived to arise from a unique pattern of perceptions and behaviors associated with the electronic. The reward cycle in the brain is typically formed through positive "natural" reinforces such as water, food, and sex, which are essential for survival. On the other hand, unnatural reinforces like drugs, alcohol, gambling, and the electronic can exert a stronger influence, causing individuals to reject work, food, sex, and even health. According to the deficiency reward hypothesis, individuals who experience less satisfaction from natural situations tend to seek enhanced stimulation through rewards, and the electronic provides an immediate reward that mimics the stimulation offered by alcohol or drugs.

3- Cognitive Direction:

The cognitive direction suggests that maladaptive cognitions are sufficient to cause a range of symptoms associated with this disorder of electronic addiction . Self-cognitive distortions include self-doubt, low self-efficacy, and negative self-esteem, such as: "I don't feel respected when I'm not online, but when I am online, I feel proud of myself," and "The electronic is the only place where I feel respected."

These cognitive distortions, perceived by persons suffering from various psychological problems, carry negative self- perception, making these persons prefer to engage and interact in various activities offered by the electronic because it is perceived as less threatening than direct interaction in reality. (Al-Osaimi, 2010: 41-43)

4- Psycho-dynamic Theory& Personality:

This theory's interpretation of electronic addiction deals with the individual and their experiences. Relying on childhood events that can impact children as individuals and influence the development of their personality traits may make them more inclined or vulnerable to developing addictive behaviors. The crucial point in the matter is not the subject or the behavior they are addicted to, but the individual themselves, and the foundation upon which they have become addicted. (Duran, 2003:3)

Self-esteem in childhood is a crucial factor in developing a mature personality in adulthood. The absence of parental or familial support

can lead to low self-esteem, accompanied by feelings of incompetence and worthlessness. This may drive individuals to seek refuge online, as a means to escape reality and find a safe world free from threats or challenges. According to Shotton, individuals with low self-esteem are more prone to electronic addiction. Shy individuals may use the electronic to compensate for their lack of social skills and ability to communicate with others (Muralis & George, 2007: 27).

Seventh: Theoretical Framework of the Study:

Contemporary life is witnessing changes in various aspects as the world keeps pace with technological advancements in what is known as the digital age, which is considered a new era of communication and interaction among people, in the abundance of information and knowledge provided to its users. However, on the other hand, there are concerns about the negative physical, psychological, social, and cultural impacts it may cause.

This phenomenon is increasing regularly due to the sophistication and modernity in the digital age, direct technological communication, and because the World Wide Web is a globally connected, constantly updated platform that is appealing and attractive to youth, adolescents, and teenagers in particular. Considering its global nature and its unlimited scope in representing cultural openness to all nations, beliefs, and cultures from Western countries or others, as its prevalence increases, so do its negative effects, especially on the youth who are among its most frequent users in matters related to studies, work, leisure time, and more. A study indicated that 6% of electronic users worldwide are considered addicts (Anastas, 2023: 40).

Adolescents may resort to excessive use of technological innovations as a refuge to escape from the psychological and social problems they are realistically facing. Alternatively, these technological innovations may serve as an easy outlet for obtaining deficient or distorted political, social, health, and other informational support. Numerous studies have indicated that certain personality traits predispose individuals to electronic addiction, such as low self-esteem, shyness, loneliness, depression, introversion, and low self-differentiation. (Grohol, 2023:40)

1- Factors contributing to electronic addiction include:

A. Lack of emotional support among teenagers drives them to seek illusory fulfillment by chatting with strangers.

B. Chat rooms provides young people with a golden opportunity for breaking free from strict social constraints to unleashing and express desires .
C. Chat rooms offer a means for emotional release, allowing persons to vent anger, suppressed emotions, and aggression. So, these chat rooms become a safe haven and a major savior for unloading unconscious burdens with a false sense of intimacy and closeness.
D. Persons attempt to alleviate psychological anxiety and daily life pressures through the electronic.
E. Spread of electronic cafes and financial supplies available to teenagers.
F. Influence from other cultures, especially in the era of rapid advancements in communications.
G. The impact of peer groups and friends, particularly if they are electronic addicts.
H. The negative concept of civilization and susceptibility to temptation. (Bayomi, 2022, p. 166)

Bushra (2022)targeted 396 electronic users exhibiting addiction symptoms and identified 3 groups of addicted individuals

a- A group aiming to establish social relationships, living in geographically isolated and socially marginalized areas.
b- A group seeking fantasy sexual encounters, where pornographic websites become a means of satisfaction without risk.
c- A group of users who create a fictional persona online, enabling them to explore aspects of their personality that may not be evident in reality.(Bushra,2022: 101)

2- Diagnosis of electronic Addiction:

There are several clinical criteria for diagnosing electronic addiction(Byun 2018: 34), including:

A- Withdrawal and isolation from family and friends.
B- Excessive preoccupation with the electronic and frequent discussion about it.
C- Lack of interest in social, academic, professional, and recreational activities.
D- Feeling guilty or defensive about one's electronic use.
E- Excitement when engaging in electronic activities.
F- Persistent and excessive electronic use beyond what was intended or loss of time management.

G- Severe stress and anxiety when there is any impediment to electronic access, which may lead to depression if the period of abstaining from it is prolonged, and a great sense of happiness and mental relief upon returning to its use. (Byun 2018: 34;Walters, 2016: 9)

Egger and Ruutenberg (1996) assessed the emotions and experiences associated with electronic use with a sample of 454 respondents and revealed that 10% of the sample classified themselves as electronic addicts. They felt a stronger urge to use the electronic, experienced significant anxiety when unable to use it, and felt a high level of guilt when spending extended periods of time online (Egger & Ruutenberg, 2016: 1).

3- Stages of electronic addiction:

Grohol identified three stages for individuals to go through in their electronic exploration:

A- The enchantment or obsession stage occurs when a person is new to the electronic or an existing user engages in a new activity, characterized by a high addictive potential until progressing to the second stage.

B- The disillusionment stage where individuals lose interest in activities they previously engaged in, making it easy for them to transition to the third stage.

C- The balance stage represents standard electronic usage, accessed at different intervals by persons, with the possibility of cycling through the stages if they find another exciting new activity (Grohol, 2003: 1).

4- Areas of Electronic Addiction:

Green Field studied electronic addiction sites on a large sample of 18,000 electronic users accessing the BBC website which sponsored the study. The researcher found that 5.7% of the sample suffers from electronic addiction. These addicts prefer sites that provide: gambling, chat rooms, pornography, shopping, and email Works. Green Field confirmed that these sites are characterized by their visitors' loss of control , indicating an irresistible compulsive behavior towards the cyber dynamic activity. Additionally, these sites allow them to establish alternative social relationships to real social relationships, which carry problems, responsibilities, duties, and challenges. (Tori, D, 2000)

Kimberly Young found three dominant aspects affecting electronic addicts: (Fadel, 2022:14)

1- Community Concept: Gathering friends online or on the network.
2- Imaginations: Sexual fantasies or adopting new personas.
3- Power or the ability to control for instant access to information and persons.

On the Arab level, Alban(2021) suggested that the main goal of a significant number of electronic users is entertainment, especially teenagers(Alban, 2021:116). The most addictive sitesinclude:

A- Live chat rooms or IRC: Adolescents prefer to meet new people, especially of the opposite sex, and spend a long time talking to them about their personal problems and family issues. According Fadil Deliou sees that the conversations often revolve around sexual relationships, drug use, encouragement of addiction to drugs, and how to obtain them.

B- Pornographic websites: Adolescents fall into the trap of accessing explicit images out of curiosity and the desire for exploration. They then become addicted to them, with statistics showing that 63% of teenagers visit pornographic pages and images without their parents' knowledge, affecting their behaviors and actions.

C- Electronic games: Online electronic games are highly attractive and popular among children and teenagers due to their significant development. These games provide real competition and challenge through the screen, giving players pleasure in killing, violence, feeling victorious, and excitement through acquiring weapons, explosives, riding tanks, climbing mountains, infiltrating barracks, tactics for hiding and escaping. The most prominent of these games is "Word of Warcraft", which has gained great popularity online. There is a concern that this fantasy pleasure could turn into real pleasure, as the annual report of the National Organization of Police Officers (NOPO) revealed a 14.2% increase in murder cases in the US since 1995, attributed to many people spending time in front of their computers at home, absorbing and learning about crimes, and then practicing them in their surroundings. (Al-Abaji, 2023:56)

Maricía Hecht Ouzak (Harvard University) stated that the social role is a fundamental factor in cases of electronic game addiction. She added that many of these addicts suffer from loneliness, having never felt a sense of belonging before in their lives. They find this sense in the game, and in some cases, it becomes the only friend they interact with. Jens Ingerard explains the reason for children's addiction to computer games is that they are very compatible with the increasing complexity.

Therefore, the child becomes more informed, even desiring to learn more and apply new skills. (Filali, 2022:56)

D- Discussion Clubs or Forums: Each club adopts a specific issue or hobby, where articles and dialogues are created among participants, allowing freedom of expression, emotional release, and a need for communication and sharing of interests, trends, and desires. Common trends are organized, justified, and supported, with each participant embodying a certain persona without others being able to reveal it.

E- electronic Research: The electronic contains a vast amount of information that captivates students and research enthusiasts. Search engines like the popular Altavista.com and Google.com have facilitated providing and organizing information. However, the process becomes a problem due to information overload, which is as challenging as a lack of information, leading researchers to navigate without a sense of time.

F- electronic Addiction: Such as online gambling or online shopping.

5- risk of electronic addiction:

A- Health risk include weakened immune system, making persons subject to various diseases. Prolonged sitting in front of a computer screen can lead to back and spinal pain, as well as the possibility of developing carpal tunnel syndrome. This syndrome affects persons who sit for long hours in front of a computer screen and use their fingers to press on the keyboard, calculators, and typewriters. It occurs due to compression of the median nerve that controls the muscles of the thumb and is responsible for sensation. Furthermore, extended periods of sitting in front of a computer screen can lead to poor blood circulation, causing strokes, heart attacks, and a decline in the performance of vital organs of the body.(Almasry, 2022: 172)

Exposure to radiation emitted from the computer leads to increased cortical tension, resulting in decreased attention and discrimination. In 1997, a significant number of cases affected by video game addiction were reported in Japan, where approximately 700 children suffered from a form of epilepsy due to visual stimulation and exposure to successive flashes of light emitted from the screen. (Masbah, 2022: 223)

Lynne Roberts linked the relationship between intensive electronic use and physiological effects. Her findings include: (Abd Elmoaaty, 2019:103)

1. Conditioned responses (high blood pressure).
2. Excessive screen-world focus.
3. Lack of attention or response to external stimuli while engaged in digital life.
4. Daydreaming.
5. Family and social risk: The electronic has become a real horror for Arab families, especially in chat rooms frequented by teenagers who are more subject to electronic addiction.

B- The electronic has become a real concern for Arab families, especially with what is known as chat rooms, which are often visited by teenagers who are more prone to electronic addiction. The widespread use of the electronic has been accompanied by a significant decrease in civil integration and social participation in the United States. Psychologists have confirmed a positive relationship between electronic addiction and a lack of interest in public involvement in local and national affairs. Individuals who frequently engage with the electronic may lose their ability to interact spontaneously.

Sociologists have proven that prolonged electronic browsing increases an individual's isolation and withdrawal from social relationships, deepening feelings of loneliness, losing communication with others, and neglecting family duties. electronic addiction has played a significant role in family breakdown between parents and children, leading to social disintegration, destruction of values, and ethics due to establishing illicit relationships online. Marital relationships are affected as one party feels betrayed, leading to the term "electronic widows" for wives dealing with such partners. According to a study by Kimberley Young presented at the American Psychological Association conference (1997) 53% of electronic addicts admit facing similar issues. Additionally, they visit sites with Western cultures and customs that contradict our beliefs. (Dinota, 2020: 40)

Problems also are found at the level of study or work. Although the electronic is considered an ideal research tool, many individuals use it away from studying, spending long hours in chat rooms and playing games. This leads to absenteeism from classes, lack of organization in searching for and utilizing information, a decrease in academic achievement. Additionally, staying up late using the electronic leads to decreased performance and productivity at work, constant feelings of fatigue and exhaustion. A study by Kimberley Young revealed that

58% of school students who use the electronic admitted to lower grades and missing their scheduled classes (Nadia El-Awady b.t). electronic addiction can place the addict in a real problem with their community, potentially leading to job loss, expulsion from school or university, child harassment, shattered trust, habitual lying and concealing facts, and lack of credibility. (Al-Laban 2021:46)

C- The psychological risk of electronic addiction:

Regarding the psychological aspect, it has been found that electronic addiction has effects on the nervous system, leading to emotional imbalance, resulting in weakened reactions. This can lead to nervous tension due to excessive and increasing secretion of cortisol (the stress and fatigue hormone), adrenaline, and noradrenaline, resulting in quick anger, aggressiveness, and the emergence of psychological and mental disorders to the extent that some scientists have referred to it as "psychological obsession." (Al-Masri, 2022:172)

electronic addiction can lead to what is known as "repetitive strain injury," which affects the wrists, hands, and neck when the muscular group is compressed through rapid movements.

Individuals who use the keyboard attached to the computer and type at a rate of up to 31,200 keystrokes per hour account for approximately 13 percent of the total cases of repetitive strain injury. (Al-Abaji, 2023: 207)

6. Individualized Approach in Electronic Addiction Treatment:

There are numerous methods for treating electronic addiction from an individualized Work perspective:

A- Family therapy:

electronic addiction may potentially dissipate through family relationships as family intervention should be part of individual therapy. This can educate family members about addiction, reduce blame placed on the electronic addict, and facilitate their return to a healthy family life. (Murali & Georg, 2017:29)

B- Behavioral Therapy is one of the behavioral strategies used in addiction treatment.(Grohol, 2023:40)

- **Practice the opposite:**

This strategy involves determining the precise pattern of individual electronic use and then stopping the daily electronic routine and breaking this habit by introducing neutral activities. For example, if the routine involves spending the whole weekend online, individuals should spend their evenings engaged in any activity outside the home.

- **External stoppers:**

Individuals can use an external reminder, such as an alarm clock, to remind them to disconnect from the electronic.

- **etting goals:**

Despite high levels of motivation and support, electronic addicts may fail in treatment if clear goals are not set. It is beneficial for them to use a daily or weekly plan that shows specific times allowed for electronic use. Initially, these times should be frequent but short, and in the long term, this planning stops giving individuals a sense of control over their electronic usage.

- **Reminder Cards:**

Encouraging individuals to write down some negative outcomes of electronic use on cards (such as work problems) and the potential benefits of allocating time spent on the electronic, and carrying these cards always as constant reminders to help prevent or reduce electronic misuse.

- **Personal Inventory:**

As the time spent online increases, electronic addicts tend to neglect many of their hobbies and interests. Therefore, individuals are encouraged to create a list of missed enjoyable activities and reflect on how this impacts their lives before they excessively use the electronic, thus returning to interests that are away from the electronic. (Muran & Georg, 2017:29)

C- Cognitive Therapy:

Individuals with a negative thinking pattern tend to experience anxiety, anticipate negative events, and avoid realistic life situations, leading them to use the electronic as a means to escape reality. Cognitive therapy identifies and challenges these negative perceptions, working to reframe and reshape individuals' cognitions to help them develop alternative adaptive perceptions. (Muran & Georg, 2002: 29)

Eighth: Procedures of the Study:

1. Study Design:

A quasi-experimental design that tests the impact of a independent variable a professional intervention program using the task-performance-model in social casework on a dependent variable, reducing the risk of electronic addiction among secondary school students.

A pre-post experimental design on a single experimental group consisting of (15) subjects. The pre-intervention measurement of the group was conducted before the professional intervention, followed by the professional intervention using a task- performance model in social casework to assess the program's effectiveness in reducing and conducting a post-intervention measurement of the group, calculating the differences between the pre and post measurements of the group.

2. Study Instruments:

The current study relied on the following instrument:

1. A scale measuring the risk of electronic addiction among middle school students (developed by the researcher).

The researcher designed the scale according to the following steps:

A- Reviewing various theoretical writings related electronic addiction concept, and task- performance social casework model in social work, sociology, mental health, psychology, or economics to identify the main dimensions of the scale. Additionally, reviewing some scales that have addressed the concept of electronic behavioral risk from different perspectives for extracting reliable phrases .

B- Identifying the scale three dimensions: electronic sites most used by middle school students, electronic addiction risk, and the expected role of the social caseworker using the task- performance model, along with the primary data.

A- The researcher presented the initial version of the scale to a number of jurors to be judged. Based on their feedback, the scale was modified by adding some phrases and deleting others that achieved an agreement rate of less than 80%. As a result, the number of scale phrases became 30 phrases distributed across three dimensions as follows:

First Dimension: The most commonly used websites and phrases from number 1-10.

Second Dimension: The risk of electronic addiction and phrases from number 11-20.

Third Dimension: The expected role of the social casework specialist using the task- performance model and phrases from number 21-30.

B- The researcher then formulated the scale universally on the triadic continuum for each dimension, assigning weights to the statements. The researcher utilized the triadic continuum (Agree - Neutral - Disagree), calculating the sub-dimensions' scores, summing them

up, and determining the scale weights as follows: (Agree = 3, Neutral = 2, Disagree = 1) for positive statements, and (Agree = 1, Neutral = 2, Disagree = 3) for negative statements. Low scores indicate the impact of electronic addiction on middle school students. The following elucidates the levels of mitigating risk of electronic addiction for middle school students:

- Reducing the risk of electronic addiction for middle school students from 0 to 45 degrees.
- Reducing the risk of electronic addiction for middle school students from 46 to 90 degrees.
- Reducing the risk of electronic addiction for middle school students from 91 to 135 degrees.

The researcher then proceeded to calculate the reliability and validity of the scale:

The researcher calculated the reliability of the scale, which refers to its accuracy in measurement and the rarity of inconsistency in the data it provides. This means that the responses of the study sample should not change due to non-objective circumstances. The researcher will rely on the test-retest method to calculate the scale's reliability by applying the dimensions of reducing the risk of electronic addiction for secondary school students to a sample of (10) students not included in the study sample but sharing the same characteristics. The scale will be re-administered to them after a time interval of (15) days according to the following equation:

The formula can be expressed as:

$$R = (N^* \operatorname{cov}(X, Y)) / (\sqrt{} (N * \operatorname{var}(X)) * \sqrt{}(N * \operatorname{var}(Y)$$

The symbol (R) indicates the correlation coefficient (stability), while the symbol (N) indicates the sample size of ten individuals, and the symbol (X) represents the scores of the first application, whereas the symbol (Y) represents the scores of the second application.

Table (1): Reliability& validity coefficients of the electronic addiction risk reduction scale for middle school students.

Dimensions	Reliability Coefficient	Validity Coefficient	Sig.
Most commonly used websites	0.93	0.96	0.01
Electronic addiction risk	0.95	0.97	
The expected role of the social caseworker using the task- performance model	0.91	0.95	
Total	**0.93**	**0.96**	

It is evident from the data in Table (1) that the correlation coefficient value is acceptable and statistically significant, indicating the stability and suitability of the scale for application, with a reliability score of 93.00 significance at the 0.01 level.

2- Interviews:

The researcher held individual interviews with each case separately, whether during pre-measurement or while implementing the professional intervention program. Additionally, group interviews were conducted by the researcher, considering the organizational procedures of the interview and utilizing interview techniques.

3- Study Fields:

A- Place Field:

The researcher chose Al Zohor Prepartory Experimental School, in Kafr El-Sheikh for the following reasons:

- The school administration's approval to conduct the study and their cooperation with the researcher.
- Availability of suitable places for interviews and the professional intervention program.
- The school has many resources that benefit the study.
- The researcher is a training supervisor for students at the Higher Institute of Social Work in the school, which facilitates communication with the study sample and assists in implementing the professional intervention program.

B- Human field

The researcher identified the study population for third-grade preparatory students, (58) teenagers accustomed to using the electronic and agreeing to participate in the professional intervention. The observation framework was applied to (34) students out of them the researcher selected a study sample consisting of (15) students who scored the lowest when applying the electronic addiction risk reduction scale for middle stage students.

C-Time Field

The duration of experimentation and professional intervention program lasted from February 1st, 2024, to Jure3, 2024. The researcher utilized the statistical program SPSS for doing the following statistical procedures:

A- Pearson correlation coefficient.
B- mean score.
C- standard deviation.

D- t. test, using

Ninth: Aims of the Professional intervention program within the task- performance model in social casework for reducing the risk of electronic addiction for middle school students.

1- The principles underlying the professional intervention program within the task- performance model to reduce the electronic addiction risk among middle school students.

A- The theoretical framework of the study and the concepts and foundations of the task- performance-model in serving individuals and mitigating the risk of electronic addiction for middle school students.

B- Results of related previous research and studies.

C- The objectives of the study.

D- Researcher's observations and interviews with experts and specialists on the study topic.

2- The main aim of the professional intervention program within the task- performance model is to alleviate electronic addiction risk among middle school students. This aim is achieved through the following objectives:

A- Identify the role of the task- performance model in social casework and the most commonly used websites by middle school students.

B- Recognize the role of the task- performance model in social casework and address the electronic addiction risk among middle school students.

C- Identify the role of the task- performance model in social casework and the expected role of the social worker in reducing the electronic addiction risk of among middle school students.

These goals are achieved through:

A. Identifying the patterns of unequal behaviors that middle school students suffer from, which hinder them from acquiring the necessary social skills to meet their needs, that are satisfied through the use of various websites.

B. Building tasks aimed at creating a kind of insight among middle school students to achieve self-awareness of the behavioral patterns that do not match societal values and weaken their social skills due to excessive use of electronic websites that lead to addiction.

C. Building positive impact by creating tasks to help middle school students to change negative behaviors such as indifference, introversion, lack of willingness to help others, and avoiding

responsibility. This includes instilling positive qualities and attitudes that encourage cooperation, assisting others, developing leadership skills, taking responsibility, and using electronic platforms in a positive manner to avoid being influenced by the faults that may lead to electronic addiction.

3- Considerations taken by the researcher for developing the contents of the professional intervention program:

A. Ensuring that the program's aim is clear and realistic.

B. Adherence to the appropriate mechanisms and means to achieve the program's objectives.

C. Ensuring that the program and its contents are align with the desires and needs of the case studies.

D. Ensuring that the program activities are in line with the resources available at the school.

E. Ensuring that the program is adjustable and changeable according to circumstances and variables.

4- Stages of implementing the professional intervention program:

A- Preparation and initiation stage included:

1- Contacting the study population and preparing it for the study.
2- Reviewing the records and reports related to each case.
3- Developing a scale to alleviate the electronic addiction risk among middle school students, ensuring its validity and reliability.
4- Selecting the study sample.
5- Establishing the baseline for each case individually.
6- Verbally contracting with the study cases to agree on tasks, roles, and responsibilities required for both the researcher and the case.
7- Establishing a professional relationship based on affection, respect, acceptance, and objectivity.

B- The professional intervention phase:

This stage involves explaining the task- performance model in social casework and how to apply it by providing practical examples, clarifying the treatment goal for the case studies.

The steps of implementing the professional intervention program have been followed according to the basic steps of the task-performance model intervention strategy. This aims to reach a solution or alleviate the electronic addiction risk among middle school students through:

1- **Identifying the Targeted Proble**m

The researcher assisted students in accurately identifying the specific problem they are facing, which in the context of this study revolves around the electronic addiction risk among students. The researcher utilized a scale for alleviating electronic addiction risk among middle school students as a diagnostic tool to help students identify the targeted problems procedures. This involved analyzing the problem, clarifying the related factors and causes, identifying the dimensions and variables that can facilitate positive changes in their behaviors and social relationships online, in order to prevent negative impacts and the onset of electronic addiction.

2- **Contracting**:

The process of contracting is one of the crucial operations in the task-performance model due to its involvement in addressing the performance of certain tasks and duties. Here, the researcher personally agreed with the students in the presence of the school social worker on the following:

A. Specific goals for each case individually.
B. Problems targeted for treatment and arranging them according to their significance.
C. Determining the duration of professional intervention: number of sessions, purpose of each session, location and timing of sessions, and participants.
D. Tasks and responsibilities specific to both the researcher and the case.

3- **Task Planning:**

Task planning involves a progression from simple to more challenging tasks, aiming at stimulating students' motivation to execute tasks and transition from one task to the next based on the levels of success achieved. In this step, the researcher assisted students in creating a plan for tasks to alleviate the risk of electronic addiction, considering the individual differences among the experimental group's situations, capabilities, and available resources.

Additionally, the researcher focused on informing students of the benefits they would gain from accomplishing the tasks. This step also included the identification of alternative tasks that students can turn to when they encounter difficulties in completing the original tasks. Moreover, it involved agreeing on the tasks to be executed, defining them operationally, training students on how to perform, execute, and

schedule the tasks, as well as familiarizing them with the instruments used in the process.

When planning tasks, the researcher considered:

- Linking tasks to specific goals agreed upon with students, which lead to reducing the electronic addiction risk.
- Considering the mental potentialities and capacities of the students.
- Utilizing the capabilities and resources available at the school and in the local environment to serve the professional intervention program.
- Drawing on multiple sources in task planning, including students themselves and their ideas on reducing the risk of electronic addiction, experts interested in the electronic field to identify tasks necessary for developing social skills in this group and the procedures for achieving them, the researcher's experiences in previous practice with similar situations.

A. Defining the tasks of the practitioner (researcher) with a predominant directive nature, involving:

- Accurately assessing the nature of the problem and identifying the variables and dimensions that can contribute to bringing about positive changes in student behaviors.
- Collaborating with students to set intervention goals based on task requirements, breaking them down into sub-goals while considering students' capabilities and available resources.
- Introducing new cognitive and perceptual aspects related to studies, especially the meaning of skills and their associated behaviors, to replace negative thoughts about electronic usage with positive ones.
- Seeking common situations among students to emphasize behaviors and experiences related to electronic addiction.
- Guiding students on the importance of engaging in positive electronic applications due to their impact on students' positive behaviors.
- Emphasizing to students the necessity of cooperating in preparing for group discussions, lectures, seminars, and expressing their opinions on relevant topics related to electronic applications.
- Assisting students in understanding and identifying the positive outcomes they will gain by performing tasks aimed at protecting them from the risk of electronic addiction.
- Removing obstacles and difficulties hindering students from performing tasks aimed at safeguarding them from electronic risk.

- Facilitating communication to enhance interaction between the experimental group cases on one hand, and between them and the researcher on the other.
- Training students on how to perform tasks and monitoring them during task execution.
- Appreciating any positive idea or suitable opinion expressed by students.
- Discovering students' abilities, potentials, and skills, and guiding them towards positive electronic usage within the professional intervention program.
- Presenting some successful student models for using electronic applications.

B. Setting students' tasks characterized by an executive nature that include:

- Making new friendships with their school peers.
- Collaborative use of electronic applications.
- Participating in multiplayer electronic games.
- Attending events and celebrations that rely on modern technology.
- Collaborating with classmates in various school activities.
- Taking responsibility for completing certain tasks within the school.
- Carrying out any requested task willingly, happily, and without hesitation.
- Self-reliance and accountability.
- Assisting classmates in problem-solving at work.
- Committing to cooperation with the researcher to help them.
- Committing to attending interviews organized by the researcher.
- Participating in school electronic projects.

4- Task Execution:

This step marks the starting point for implementing the agreed-upon measures to reduce the risk of electronic addiction. The researcher assisted the students in carrying out the specified tasks agreed upon during the task planning stage. This was done by explaining and clarifying each task individually, breaking down general tasks into simple procedural tasks that can be easily accomplished. Additionally, the researcher helped students start with easy tasks initially, continuously monitored their progress, specified suitable timing for task completion, and identified alternative tasks that could be completed in case of failure in completing some assigned tasks. To

achieve this, the researcher utilized methods of encouragement, explanation, guidance, and support tailored to the requirements of the situation to assist students in task completion and facilitate their performance.

5- Task Review:

At the beginning of each session, the researcher reviewed the tasks that were carried out by the students to assess the progress made in reducing their electronic addiction risk. The task review included the following steps:

- Completed tasks by the students, tasks that were not completed, studying the obstacles hindering task completion, modifying some tasks, and selecting new alternative tasks.

If the tasks were completed, the researcher sought to understand the students' feelings about the outcomes achieved, motivating them to carry out new tasks. If the tasks were not completed or only partially completed, an analysis of the difficulties and obstacles preventing task completion was conducted. A comprehensive plan was then developed to address these obstacles, either by adjusting or changing tasks, encouraging students, and building their motivation to complete the remaining tasks.

6- The theoretical foundations of the professional intervention program within the task-oriented model:

The evaluation of the professional intervention program was based on a number of therapeutic theoretical approaches that suit the students' capabilities. The task-performance model allows the researcher to utilize various theoretical approaches, including:

a. Psycho-social therapy where techniques such as psychological support (self-reinforcement) like empathy and emotional discharge can be employed, as well as direct influencing techniques like clarification and advice.
b. Cognitive theory where methods like logical discussion and interpretation can be utilized.
c. Behavioral theory where positive reinforcements and providing role models can be employed.

The use of therapeutic methods derived from these theories varies from one case to another according to the individual circumstances of each case. It is not limited to using the techniques specific to those theories, but also involves using professional intervention techniques specific to

the task- performance model such as exploration, building, and clear understanding.

7- Therapeutic mechanisms used in the professional intervention program and their objectives are as follows:

A. Exploration: Initially, the researcher used exploration with the students to identify the issue of reducing electronic addiction risk and assess their awareness of the problem and its negative impact.

B. Building: The researcher aimed at establishing a professional relationship with the students to enhance the professional intervention success and create a conducive environment for both the researcher and the client to set tasks and agree on their implementation.

C. Empathy: By demonstrating empathy and cooperation, the researcher aimed at assisting to implement tasks and reduce negative state of mind resulting from students feeling oppressed by family and society.

D. Emotional Venting: The researcher provided students with the opportunity to express negative feelings towards their peers, colleagues, family, and society, encouraging them to continuously release these negative emotions.

E. Advice: The researcher advised students to improve their behaviors, collaborate with peers, take responsibility, and commit to positive behavior in their school interactions.

F. Clear Understanding: Through verbal and non-verbal expressions, the researcher conveyed understanding of the students' situations, problems and appreciation, acceptance, and concern of their feelings.

G. Building Connections: The researcher used this method to strengthen communication among students and peers, improve negative communication patterns, and enhance students' social relationships to reduce electronic app usage and activities within the school.

H. Logical Discussion: The researcher used logical discussions to exchange views regarding students' social relationships, collaboration with peers, responsibility, leadership, and importance of electronic app usage.

I. Positive Reinforcement: The researcher employed expressions of praise, appreciation, and admiration of students upon successful completion of tasks, encouraging them to exert more effort and

progress in completing remaining tasks. This method aimed at reinforcing and increase positive behaviors, emotions, and thoughts associated with reducing electronic addiction risk.

J. Clarification: The researcher used it as a primary method for professional intervention in the following aspects:

- Clarifying the benefits that students gain from taking responsibility and collaborating with their peers.
- Clarifying the dangers of their anti-social behaviors and actions.
- Emphasizing the importance of improving students' relationships with their schoolmates.
- Explaining and simplifying each task that students perform.
- Clarifying the dimensions of the problem to help students confront it.

K. Guidance: It aimed at:

- Guiding students to acquire some social skills related to social relationships and social interaction that enable them to positively use electronic applications.
- Guiding students to participate with their peers in all activities conducted at school.
- Guiding students to take on responsibilities that lead to completing tasks quickly.
- Guiding students to improve their interactions with their schoolmates.

L. Interpretation: It aimed at helping students to understand and perceive their stance, and their need to strengthen their relationship with their peers for the importance of receiving their support and thus feeling valued and important in using electronic applications.

C - Completion Stage:

In this stage, students acquired the ability to optimally use the electronic to reduce electronic addiction risk. During this stage, the following steps were taken:

1- Preparing students to complete professional intervention by distancing between professional interviews.
2- Encouraging students to continue applying what they have learned in situations and problems they may face in the future.
3- Conducting dimensional measurement of the electronic addiction risk reduction scale on the experimental group and extracting the results.

Tenth: Field Study Results:

- Characteristics of the study sample:

Table (1) illustrates the characteristics of the study sample.

S	Description	Category	Frequency	Percentage
	Time Span	Less than 15 years old	1	6.6%
		15-16 years old	12	80.1%
		16-17 years old	2	13.3%
	Total		15	100%

Based on the data in Table (1) regarding the characteristics of the study sample, it was found that all students are in the third grade of preparatory school. The majority, 80.1%, fall within the age range of 15-16 years, while 13.3% are in the second age group of 16-17 years. The remaining 6.6% are under 15 years old.

Result of verifying the first sub-hypothesis:

There was a statistically significant positive relationship between implementing the task- performance model in social casework and reducing the risk of electronic addiction among middle school students.

Table (2) Statistical significance of the differences between the means of the experimental group scores and identifies the most commonly used websites by middle school students in the pre and post-assessment phases.

Pre-measurement		Post Measurement		Value of the calculated t.	Tabulated t-value	FD	Statistical significance at the 0.01 level.
Arithmetic Mean	Standard Deviation	Arithmetic Mean	Standard Deviation				
21.8	1.92	28.8	1.83	4.19	2.13	14	Function

Results of the previous table indicate statistically significant differences between the mean score of the experimental group on the pre and post measurements of the electronic addiction risk reduction scale among middle school students. The mean on the pre-measurement was 1.92 with a standard deviation of 1.92, while the mean on the post-measurement was 28.8 with a standard deviation of 1.83. The calculated t-value was 4.19 with degrees of freedom being 14.

Based on these results, the validity of the first sub-hypothesis of the study was confirmed, thus indicating the effectiveness of the vocational intervention program based on task- performancetechniques in serving individuals in reducing the risk of electronic addiction among middle school students.

The results of the current study are consistent with a study by Al Tarawneh and Al-Fanek (2022), which emphasized that electronic applications have an impact on human behavior, social relationships,

and ways of thinking in dealing with life's variables. Additionally, they align with a study by De Angelis (2020) which found that males are more interested in sexual and visual stimuli while females are more interested in interactive relationships. Another study by Al-Humsi (2022) confirmed a relationship between electronic addiction and social communication skills, indicating significant differences in electronic addiction based on economic status and academic specialization. Furthermore, a study by Salah (2022) highlighted the negative effects of social networking sites on the relationship of the research participants with their families due to reducing personal interactive dialogue within the household.

The study results indicated that the most common forms of online addiction are technological addiction (programming, maintenance, updates), addiction to sites that violate public morals, pornography sites, entertainment addiction such as jokes, amusing stories, or funny videos, gaming addiction (online), gambling sites, and rumors.

Result of verifying the second hypothesis:

There is a statistically significant positive relationship between the implementation of task- performance model in social casework and addressing the risk of electronic addiction among middle school students.

Table (3): statistical significance of the differences between the experimental group pre and post measurement on the electronic addiction risk among middle school students Scale

Pre-measurement		Post Measurement		Calculated t.	Tabulated t	FD	Sig at the 0.01 level.
M	SD	M	SD				
20.5	1.93	30.7	1.73	3.2	2.14	**14**	**Sig**

Table (3) results indicate statistically significant differences between the mean score of the experimental group on the pre-test and post-, measurements on the electronic addiction risk reduction scale for middle school students, favoring the post measurement. The mean of the pre-test was 20.5 with a standard deviation of 1.93, while in the post-test, it was 30.7 with a standard deviation of 1.73. The calculated t-value was 3.2, which is greater than the tabulated t-value at the 0.01 level, which was 2.14 with 14 degrees of freedom.

This confirms the validity of the second sub-hypothesis of the study, underscoring the effectiveness of the vocational intervention program based on task- performance techniques in serving individuals in reducing the risk of electronic addiction among middle school students.

The results of this study align with the findings of a study by (Mohamed, 2020) which confirmed significant differences between high and low self-regulation in electronic addiction, as well as significant differences between high and low levels of surveying in electronic addiction. Additionally, they coincide with the results of a study by (Gharabia, 2022) which emphasized that the electronic provides individuals with the opportunity to present themselves to others freely without restrictions, but there must be monitored boundaries and controls on electronic usage, especially for students in schools, to prevent the acquisition of undesirable behaviors.

The study results have shown that excessive electronic usage is considered a waste of time and it is difficult to control the number of hours spent using electronic applications. Furthermore, the use of electronic applications affects both physical and mental health. Some users are exposed to financial, emotional, and moral exploitation through electronic applications, leading to feelings of isolation within society and family when using social media apps. Additionally, some users feel disconnected due to the dissemination of negative programs promoting belonging.

Result of verifying the third sub-hypothesis:

There was a statistically significant positive relationship between the intended role of the social caseworker and using the task- performance model to alleviate electronic addiction risk among middle school students.

Table (4): Statistical significance of the differences between the experimental group pre and post measurements of reducing electronic addiction risk .

Pre-measurement		Post Measurement		Calculated t.	Tabulated t	FD	Sig at the 0.01 level.
M	SD	M	SD				
39.3	2.17	45.7	1.89	5.3	2.14	14	Sig

Based on the data in Table (4), there were statistically significant differences between the mean score of the experimental group on the pre-test and post Electronic Addiction Risk Reduction for Middle School Sudents Scale measurements , favoring the post-measurement. The mean score in the pre-test was 39.3 with a standard deviation of 2.14, while the mean score in the post-test was 45.7 with a standard deviation of 1.89. The calculated t-value was 5.3, which is higher than the tabulated t-value at a significance level of 0.01, where the tabulated t-value was 2.14 with a degree of freedom of 14.

This confirms the effectiveness of the professional intervention program based on the task- performance model in social casework in alleviating the electronic addiction risk among middle school students. This is in line with the results of Al-Abd (2021) which confirmed that programs and activities carried out by supervisors can achieve the desired goals of preventing electronic addiction among middle school students. Additionally, Abdel Hamid (2023) also affirmed that social workers can assist students in navigating educational and scientific websites, getting information that aligns with the desires and needs of middle school students. Social workers can also adjust students' attitudes towards safe electronic usage, help students set a specific number of hours for electronic, avoid risky application usage, educate students on public etiquette, and aid students in not being influenced by websites, especially those promoting negative behaviors.

Result of verifying the main hypothesis of the study:

There was a statistically significant positive relationship between the task- performance model practice in social casework and reducing the electronic addiction risk among middle school students.

Table (5): Statistical significance differences between the pre and post measurements of the experimental group on reducing electronic addiction-risk for middle school students scale .

Scale / Aspects	Pre-test		Post test		calculated t.	Tabulated t- value	Statistical Significance
	SD1	M1	SD2	M2			
Most popular websites used, leading to electronic addiction	21.8	1.92	28.8	1,83	4.19	2.13	Sig
risk of electronic addiction on middle school students	20.5	1.93	30.07	1.73	3.2	2.14	Sig
The desired role of a social caseworker in reducing the risk of electronic addiction	39.3	2.14	45.7	1.89	5.3	2.14	Sig
Total	27.2	2.00	35.2	1,83	4.6	2.14	Sig

Results of table (5) indicated the presence of statistically significant differences between the experimental group mean score on the pre and post measurement on the Electronic Addiction Risk Reduction among Middle School Students Scale,favoring the post measurement, where the mean score in the pre-measurement was (27.2) with a standard

deviation of (2.0) and the mean score in the post-measurement was (35.2) with a standard deviation of (1.83), and the calculated t-value was (4.2), which is greater than the tabulated t-value at a significance level of (0.01) with a value of (2.14) at degree of freedom(14).

Results:

1- There was a statistically significant positive relationship between practicing the task- performance model in social casework and reducing usage of websites by middle school students.

2- There was a statistically significant positive relationship between the task- performance model practice in social casework and alleviating the risk of electronic addiction among middle school students.

3- There was a statistically significant positive relationship between practicing the task- performance model in social casework and the desired role of an social caseworker in reducing the electronic addiction risk,.

4- There was a statistically significant difference between the task-performance model practice in social casework and reducing the electronic addiction risk among middle school students on both pre- and post measurements of the experimental group, favoring of the post measurement.

Eleventh: A Proposed Program to Reduce Electronic Addiction among Middle School Students in Light of Task- Performance Model:

Based on the results of the current research and identifying the role of Task- Performance Model in reducing the electronic addiction risk among middle school students,

A Program to Reduce Electronic Addiction among Middle School Students was proposed:

1-General Strategy of the Program:

A set of measures and processes used to help students utilize tasks and mechanisms that reduce electronic addiction.

2- Program Sources:

A- Previous studies and scientific research findings and recommendations.

B- Reviewing the theoretical framework of the Task- Performance Model and electronic addiction related to the current research.

C- The objectives sought by the current research and results foundational for this program.

3- Aims of the Program:

The main aim of the Task- Performance Model Practice was reducing the electronic addiction risk among middle school students.

The following sub-objectives were derived:

A- Assessing the extent of students' use of electronic sites, which cause electronic addiction.

B- Determining the risk of electronic addiction for middle school students.

C- Defining the social caseworker's expected role in alleviating the electronic addiction risk among middle school students.

4- Program Content:

The training material used in the program was determined in light of its aims, involving :

A- Material related to handling the problem of electronic addiction among middle school students.

B- The task- performance model, for developing the self-organizational potentiality students, the ability to take responsibility, making decisions, and time management among middle school , in order to alleviate electronic addiction risk .

5- Program Implementation Stages:

A- Identifying main schemes and patterns: program preface, acquaintance, setting priorities, pre-measurement, discussing main associated problems from students' perspective.

B- Cognitive change: providing cognitive structure to help students deal with their negative cognitive schemes through training, focusing on modifying their thoughts, avoiding wrong lifestyles, detecting difficulties in execution.

C- Experimental change& schemata therapy: executing therapeutic plan for each scheme, direct intervention with students.

C- Breaking maladaptive behavioral patterns: reaching the completion stage by developing positive cognitive structures, modifying addictive behavior, evaluating responses to the program, applying post-measurement instrument, assessing program benefits, identifying negatives, encouraging follow-up.

6- Program Evaluation Instruments:

Various methods and instruments that match program aims and objectives were utilized, considering diversity to avoid students' boredom, as adolescents need innovative means to be involved in choosing preferred activities:

-Task- performance model.

-Electronic addiction alleviation scale.

-Lectures.

-Group discussions.

-Training activities.

-Idea record for registering situations, feelings, spontaneous thoughts, cognitive development.
-Audiovisual aids for watching video clips related to electronic addiction situations, allowing comments.
-Interviews: utilizing professional interviews in the following ways:
a- Individual interviews: with students or surrounding entities.
b- Group interviews: conducted with students or surrounding entities (family, friends).

7- Determination of Training Time& Location:

A- Time: The timing of the therapeutic program was set in terms of appropriate start and end dates, as well as the implementation period, whether in the morning or evening, taking into consideration that the duration should be suitable to benefit from the program. Implementing the program took approximately (20) sessions, with each session lasting between (60-120 minutes), aligning with the nature of short-term training programs that provide the greatest assistance in the least amount of time.

B- Training location: It is preferable to be in a familiar place for students, such as gymnasiums, art rooms, and labs, with necessary facilities like educational instruments, space, ventilation, and lighting availability .

8- Intervention strategies in the program:

The program utilized the following strategies:
A- Building a professional relationship.
B- Re-framing ideas.
C- Identifying misconceptions.
D- Cognitive restructuring.
E- Clarification& monitoring of ideas.
F- Brainstorming.
G- Behavior observation.

9- Program Success Requirements:

1- Selecting a suitable sample of student cases for the program to achieve the professional intervention aims and engage with them in a fruitful dialogue that leads to full utilization of the program.
2- Choosing academics and experienced trainers,from colleges and institutes of social work and psychology, in implementation of the task-performance model for working with the cases of electronic addiction disorders.
3- Formative and summative evaluation of the program implementation to assess the achievements of students' participation using instruments submitted to jury, comparing statistical results to identify strengths and

weaknesses, measure students' progress, and monitor changes in the task- performance model that have social or psychological impact.

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Scale of Reducing Electronic Addiction risk among Middle School Students

No.	Phrases	Response		
		Agree	To some extent	Disagree
First: The most commonly used websites.				
1.	Social relationships addiction including forums, chat, dating apps, Whats'App& Facebook.			
2.	Information addiction: searching for scientific information, databases or news websites			
3.	Entertainment addiction: jokes, funny stories, or videos			
4.	Addiction of seeking solutions for psychological and emotional problems			
5.	Addiction to sites that violate public ethics and pornography			
6.	Searching for information related to beauty, body, skin interest.			
7.	Fashion search: clothing, hairstyles, etc.			
8.	Technological addiction: programming, maintenance, updates			
9.	Addiction of online commercial marketing& shopping			
10.	Online gaming addiction& gossip websites			
Second: risk of electronic addiction:				
1.	The use of the electronic& its applications contributes to wasting time.			
2.	I feel isolated in society and within my family due to my use of social media apps.			
3.	Using electronic applications hinders me from fulfilling my academic duties.			

No.	Phrases	Response		
		Agree	To some extent	Disagree
4.	I access online pornographic websites that go against public morals.			
5.	I face financial, emotional, and moral exploitation through applications.			
6.	The use of electronic applications affects my physical and mental health.			
7.	I feel uneasy about the negative programs promoting suicide.			
8.	I experience harassment and bullying while using electronic applications.			
9.	It is difficult to control the number of hours spent using electronic applications.			
Third: the desired role of the social caseworker in reducing the risk of electronic addiction.				
1.	The social worker helps me browse educational & scientific websites. Assists me in getting information that aligns with my desires and needs.			
2.	Guides me on browsing literary and cultural websites.			
3.	Helps me not to be affected by negative behaviors on websites.			
4.	Helps me to avoid being influenced by negative behaviors through electronic platforms.			
5.	Assists me in utilizing applications for my school assignments.			
6.	The social worker aims at modifying students' attitudes towards safe electronic usage.			
7.	Explains the risk of incorrect application usage.			
8.	Assists me to set a specific number of hours for my electronic usage.			
9.	The social worker gives me confidence to browse the electronic in the presence of family members.			
10.	Helps me stop using application harmful to ethics.			