

# **The effectiveness of cognitive-behavioral therapy in alleviating social media addiction among university youth groups**

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## Abstract

The current study is one of the experimental studies that seeks to test the relationship between two independent variables: One of which is cognitive-behavioral therapy, and the other is a dependent variable (i.e. the addiction of university youth to social media). The experimental design provides an opportunity for an accurate measurement of hypotheses. The main objective of the study is determined as follows: Testing the effectiveness of cognitive-behavioral therapy in alleviating social media addiction among university youth groups. The following sub-objectives emerge from this major objective: 1. determining the effectiveness of cognitive-behavioral therapy in alleviating low social media addiction among university youth groups; 2. determining the effectiveness of cognitive-behavioral therapy in alleviating mean social media addiction among university youth groups; 3. determining the effectiveness of cognitive-behavioral therapy in alleviating high social media addiction among university youth groups. The researcher used a scale of university youth social media addiction that the researcher prepared, and the results of the study show no statistically noticeable differences at the level of significance (0.05) between the mean ranks of the members in the control and experimental groups in the pre-measurement of the level of social media addiction.

**Keywords:** cognitive-behavioral therapy, social media addiction, youth.

## Introduction:

Societies care about youth because they are the main source of human wealth and the most sensitive segments of society in the life and future of nations, and the more attention and care are given by societies, the more they improve their future making and emphasize their advancement, progress and civilization, considering that youth is a serious responsibility and a burden that is not easy, so families and society must bear it together to create a normal and qualified age stage. Any failure towards that responsibility on the part of any of them leads to a defect during the different stages of growth, which may predict a catastrophe for society and the family in the future (Muhtada, 2017, p. 7).

Therefore, the stage of youth is considered one of the most important stages of human life. It is the stage that forms the basis for building the human personality where talents and abilities become clear, values and trends are acquired, and sound behavioral patterns

are learned because youth at this stage are capable of influence, direction, and formation. Consequently, this prompts us to highlight the importance of what this age stage faces and work on planning programs and providing services and social care that help to form a generation capable of giving and growing free of diseases, psychological complexes and deviations (Abdul-Fattah, 2009, p. 142).

In addition, interest in youth issues has increased in recent years, considering them national and civilized issues related to the future of the Egyptian society and the basis for its construction and development. It has ratified international conventions on protecting youth from the dangers they are exposed to (Abu Zeid, 2018, p. 2581). The number of youth in our world today is more than two billion youth out of the world's population, i.e. a third of humanity: The number of children under fifteen in the Arab society is more than eighty million, or nearly 45% of the total population in the Arab countries (Unicef, 2019, p.13), and the number of youth in Egypt, according to the report of the Central Agency for Public Mobilization and Statistics (2019), reached about 29,724,870 out of a total population of 10,1348,000 people distributed among 20.3 million families (Capmas, 2019).

This is due to the state's belief and its leaders by Egypt's Vision 2030 and the plans of the people concerned with youth and university education that university youth as a category enjoys many features and advantages. This may make it the most important stage in the ability to make decisions and take initiatives in implementation and effective response to various social stimuli, as well as being characterized as an enormous energy and a pillar the society depends on. Moreover, youth do not become fully developed or mature unless they assume responsibility and they are affected by developments, innovations, and inventions that occur around them, especially in the field of work, which motivates them to work to pay attention to new things leading, in turn, to their vulnerability to social media addiction (Hassan, 2018, p. 7).

Thus, the phenomenon of social media addiction has spread although it is a relatively new phenomenon, and its definition is still debatable. With the increased availability of access to social media, youth have become proficient in technology matters because of spending a long period of time interacting on social media and using applications on electronic devices, which negatively affected their lives. However, the time spent on social media can be beneficial.

Many studies have shown that the compulsory use of the Internet may interfere with the daily activities of a child's life, school work, and relationships, and the youth's access to social media has become easier than before in the second half of the first decade of the twenty-first century when social media penetration rates are among the highest in the world, and Egypt is among the top 10 countries in the world with high rates of social media penetration among youth by 98%, 95%, and 95.7%, respectively. These rates are compared to the users' numbers in 2019 when the Arab world occupied the top ranks in the use of the social media: Only 1% of the users are found around the world when only 18 out of 1,000 people own computers, compared to the current rates; the percentage has risen to 78 out of every 1,000 people, in comparison to 2016 when there was only 6% of users. Women in the Arab world are found to be the ones who connect the most to the social media (Unicef, 2019, p. 25).

This was confirmed by the results of Zaher's study (2019): More than 20% of those aged 8 to 18 years in the United States spend more than 16 hours a day on social media using any electronic devices that can access social media; moreover, there is a close link between mobile device holders and social media access because of their complete dependence on these devices.

Now that social media has become a vital communication program worldwide, public and private entities in all fields invest a lot of time and money in internet bandwidth and urge the use of digital means of communication (Kim & Kim, 2012, p. 43), according to a survey conducted by ICDL (Arabia, 2020) in the United Arab Emirates. The goal is to identify their personal experiences when using social media, and the aforementioned study stressed the youth's increasing use of mobile devices to access social media shown as follows: 26% of the participants use smartphones and 37% use tablet computers; moreover, 81% complained about the time they spend on social media as sometimes they take 33%: 48% of their time and sometimes 33%.

The studies have proven that there is a great demand on the part of youth for private social media, using the network leads to isolation. The most important social media are Facebook, YouTube, WhatsApp, etc. Sahin's (2015) study aiming at determining the differences in depression and emotional intelligence between female university students addicted to social media in Taif and those who are not find out that the age of 15-18 years tends to use chat, forums, and text

messages, while the age of 19 -22 years tends to e-mail and browse. In addition, Barakat (2018) observed a significant difference in depression between addicted and non-addicted women equal to 10. 68, meaning that addicted female students are more depressed than those who are not. The family plays a minimal role either psychologically or socially. It was also found that social media addiction occurs as a result of the youth's inability to confront their problems and resort to the Internet instead which, in turn, increases family problems.

Social work in general, and the group work method in particular, contribute to completing the therapy of the addicts and playing an active role in dealing with their negative thoughts by modifying them if possible. For instance, the cognitive-behavioral therapy is one of the therapeutic methods of the group work approach to deal with social media addiction. According to Ellis et al. (2018), scientists of the cognitive-behavioral approach agree that the causes of the problems go back to the unhelpful mental habits and to the cognitive deficiency that deprives the individual of knowledge about the concepts that he needs to solve problems. Moreover, the cognitive error results from the incorrect information on which the individual builds his actions. Besides, one more cause is the lack of mental and social skills that enable problem solving. Ellis et al. (2018), therefore, emphasize the importance of increasing and strengthening knowledge as a basic treatment of addiction (Zidan, 2001, p. 81).

Based on the foregoing, the individual's behavior is the result of thoughts that determine the content of perception that provokes a certain type of sensations which constitute the motives leading to the final behavior. Therefore, whenever the preconception is sound, the behavior is sound, and vice versa. It is what determines the final manifestation of behavior. The cognitive-behavioral approach has proven its success in dealing with many problems in the various fields of social work (Fayed, 2001, p. 32).

Previous studies confirm the interest of CBT in changing the behavioral habits of many groups with problems related to the cognitive aspect, such as those with aggressive behaviors that are practiced electronically. CBT, in addition, has proven its effectiveness in altering their behaviors by modifying their knowledge, thoughts and negative feelings, especially among university youth addicted to social media. Some studies have used the cognitive-behavioral therapy in dealing with addiction in general, and these studies can be applied to social media addiction such as Durham's (2017) which stressed the

effectiveness of cognitive-behavioral therapy in reducing severe anxiety, critical psychological disorders, and stress resulting from chronic addiction. Furthermore, Goldstoin et al. (2017) indicated the effectiveness of the cognitive-behavioral therapy in treating alcohol addicts who suffer from severe poverty and serious difficulties. Moreover, Weigel et al. (2018) demonstrated how effectiveness is the cognitive-behavioral therapy in reducing the cognitive disorder of the blind patients with anorexia nervosa which helps them alleviate their problems and face the problems resulting from addiction .

The review of the previous studies, which adopted cognitive-behavioral therapy to tackle addiction problems in general, and social media addiction in specific, and attempted to mitigate its effects, benefited the researcher in defining the theoretical and applied framework for the current study. What makes the problem worse among university students is the social media addiction as they are unable to face problems and handle pressures in the right way. Therefore, the researcher seeks, through this study, to implement a professional intervention program using a cognitive-behavioral therapy aiming at developing awareness of social media addiction. The proposed program starts with identifying the nature of the youth's irrational thoughts related to their motives towards social media addiction, discussing them and working to modify and replace them with more logical ideas. It also tends to identify the inappropriate emotions associated with these ideas which facilitates the acquisition of the social media addiction with the ability to think properly, correct perception and adopt correct beliefs. The application of the aforementioned processes would guarantee their correct behavior in life away from social media addiction and cybercrime. Based on the above, the study problem can be formulated in the following question: Does the use of cognitive-behavioral therapy contribute to alleviating social media addiction among university students?

**Important of study:** 1. Social media has become an interactive and active environment on the part of many young people, and the importance of the study lies in the steady rise in addiction to future social media which is expanding day by day, and the negative repercussions of such addiction on university students. 2. The current study deals with one of the most important groups in society, namely university students. The study deals with two problems: the first is that the subjects under study are youth in university education, and the second is social media addiction, which may lead to negative effects

in the selected category. 3. Several studies have proven the existence of problems resulting from social media addiction as it aims to modify thoughts and emotions to alter behaviors, which made this trend the most appropriate therapeutic direction that can be applied in the current study.

- **Study Objectives:** The main objectives of the study is determined as follows: To test the effectiveness of cognitive-behavioral therapy in alleviating social media addiction among university students.

**The following sub-objectives emerge from this objective:**

1. Determining the effectiveness of cognitive-behavioral therapy in alleviating low social media addiction among university students.
2. Determining the effectiveness of cognitive-behavioral therapy in alleviating mean social media addiction among university students.
3. Determining the effectiveness of cognitive-behavioral therapy in alleviating high social media addiction among university students.

- **Study hypotheses:** The main hypothesis of the study is identified as follows: It is expected that there is a statistically significant relationship between the effectiveness of cognitive-behavioral therapy and alleviating social media addiction among university students.

**From this hypothesis, the following set of sub-hypotheses have emerged:**

1. It is expected that there is a statistically significant relationship between the effectiveness of cognitive-behavioral therapy and the reduction of low social media addiction among university students
2. It is expected that there is a statistically significant relationship between the effectiveness of cognitive-behavioral therapy and the reduction of mean social media addiction among university students.
3. It is expected that there is a statistically significant relationship between the effectiveness of cognitive-behavioral therapy and the reduction of high social media addiction among university students.
4. It is expected that there is a statistically significant relationship between the effectiveness of cognitive-behavioral therapy and the reduction of social media addiction among university students.

**Theoretical framework:**

**a. Social media addiction:**

**1. The concept of social media addiction:** Pryor defines social media addiction as “a disorder of impulse control or desire – towards the use of social media – in a person that is not associated with intoxication or drug use” (Sato, T. 2016, p.279). In addition, Al-Khulaifi defines

addiction of social media as "a man spends all or most of his time in dealing with social media so that he forgets to perform his duties and the affairs of his normal life and becomes an obsession with him wherever he is and he cannot dispense with it" (Al-Khulaifi, 2014, p. 64). As for the procedural definition of social media addiction, it is a case of the pathological and non-consensual use of social media that leads to behavior disorders and is indicated by several phenomena, including the steadily increasing number of hours used beyond the periods that the member of the group initially set for himself.

**2. Criteria for diagnosing social media addiction:** Based on this measurement in understanding social media addiction, eight diagnostic criteria for social media addiction have been developed. They are similar to the pathological gambling criteria mentioned in (DSM-4). These diagnostic criteria include the following:

**A-** Feeling preoccupied with social media and what you have done and what you will do next; **B-** Feeling the need to increase the time sitting on social networks to achieve psychological satisfaction; **C-** Repeated failure to control or stop the use of social media; **D-** Feeling of boredom, loneliness, depression, and anger when you try to reduce or stop using social media; **E-** Sitting on social media more than you planned; **F-** Losing an important relationship, work, or a professional or educational opportunity, or the fear of losing it due to the use of social media; **G-** Lying to family members, therapists, or others to hide the extent of your sitting and excessive use of social media; and **H-** Using social media as a means to escape from problems or to get rid of the intensity of mood or feelings of despair, guilt, anxiety, and depression (Al-Khulaifi, 2014, p. 67). According to these criteria, if the respondent answered yes to five or more, this would give an indication of social media addiction.

### **B. Cognitive-behavioral therapy:**

- **The concept of cognitive-behavioral therapy:** The cognitive-behavioral trend is defined as "one of the directions of the cognitive approach, which can be relied upon to modify the behavior of group work members and to give them new behavioral patterns, and this is done through cognitive methods and techniques" (Abdul Ghaffar, 2000, p. 254). Cognitive-behavioral therapy is also defined as "a set of therapeutic procedures that embody perceptions of change and place primary importance on the cognitive process, and procedurally aim at some therapeutic practices to change cognitive manifestations" (Zidan, 2001, p. 82). Moreover, the researcher defines cognitive-behavioral

therapy in the current study as "a therapeutic approach aimed at reducing university youth's addiction to using social media".

Some of the therapeutic methods used in cognitive-behavioral therapy are as follows:

**1- Cognitive restructuring:** It is based on the idea that some members of groups are disturbed because they accept irrational ideas (Kanani, 2009.P. 312).

**A-** Change the way you think about a family and try to make it clear to members that what we say to ourselves becomes what we think and controls our behavior and behavior. **B-** Examine the irrational thoughts that group member may have. **C-** It encourages members of groups to notify them that clinging to irrational thoughts is a result of their feelings and linking behavioral and emotional manifestations. **D-** Attempt to familiarize family members with behavioral applications.

**2. Modeling:** It is a more effective technique for learning than just relying on punishing wrong responses. A new skill or behavior can be learned more effectively by observing someone else doing it (Kanani, 2009, p. 315).

**3. Advice:** It is a group member's request for the therapist's opinion in any matter of his life, while advice is from the therapist expressing his opinion without asking the group member.

**4. Homework:** The therapist assigns the group member some household tasks (such as writing down ideas and reading some books...).

**5. Relaxation method** (Mohamed, 2011, p. 148): It is one of the mental dispersal methods to overcome anxiety and anger, and it takes place in a calm place by helping the group member to prevent the mind from thinking about problems and staying away from pressures.

**6. Training in coping with stress:** It is a process based on resistance to pressure through a program in which the therapist teaches the group member how to face gradual situations of pressure through:

- **The learning stage:** It provides the therapist with a conceptual framework to understand the nature of reactions to stress and to look at the problem rationally.

- **The stage of repetition:** It provides the member of the group with methods of coping with stress, such as relaxation and cognitive coping methods.

The application stage: It includes discussion, repetition of the behavior, and reinforcement.

**- Methodology:**

**-Type of study:** The current study is considered one of the experimental studies that seek to test the relationship between two independent variables; one of which is the cognitive-behavioral therapy and the other is a dependent variable, which is the addiction of university students to social media. The experimental design provides an opportunity for an accurate measurement of the hypotheses.

**- Type of method:** In line with the type of study, the study relied on the use of the experimental method to design the tribal and posterior experiment using two groups, i.e. One experimental and the other controlling. Two equal groups are used as much as possible, and the two groups are measured before the experiment (i.e. pre-measurement); then the experimental variable is entered on the experimental group only. Finally, the two groups are measured again after the experiment (i.e. post-measurement). The difference in the measurement results is the result of the experimental variable, i.e. the two measurements (i.e. pre and post) are compared and the differences between them are calculated for the two groups (Abu Al-Nasr, 2008, p. 172).

**- Study tools:** In the current study, the researcher relied on the social media addiction scale (prepared by the researcher) , and this scale is divided into three sections: 1- Low social media addiction and its expressions on the scale range between no. 1 and no. 10, 2 - Mean social media addiction and its expressions on the scale range between no. (11) and no. (20), 3- High or excessive social media addiction and its expressions on the scale range between no. (21) and no. (30).

**-Validity (apparent honesty):**

**- Content Validity:** In calculating the validity of the scale, the researcher relied on the following methods:

**-The validity of the arbitrators:** The researcher presented the scale to a group of arbitrators specialized in social work to examine the scale and express an opinion on the appropriateness of the scale's axes and phrases for the objectives of the study and to ensure the validity and formulation of the phrases so that they describe a clear and accurate description of the performance to be measured. After taking into account their modifications and suggestions, the statements that the arbitrators decided to exclude as they did not receive approval of 80% were eliminated.

**-Reliability of the tool:** The researcher calculated the stability through the re-test method on a sample of (10) items away from the study

sample with a time difference of (15) days between the first and second tests. The results of reliability on the scale as a whole and its dimensions are equal to (0.821). This means that the scale has a high degree of reliability. In addition, this significance was confirmed by the significance of the test on all dimensions of the scale and the degree of its reliability, where the correlation coefficient for the distribution of the two tests (i.e. the first and second) was as follows in **Table (1) Reliability of tool**

Scale axes	correlation	Level of significant	Alfa factor	Alfa factor
first axis	**0.853	0.01	0.8024	0.8024
second axis	*0.717	0.05	0.8570	0.8570
third axis	**0.853	0.01	0.8989	0.9074
the scale as a whole	**0.81	0.01	0.853	0.8556

Thus, the general correlation is equal to (0.855), which is a high indicator of Reliability.

**-Statistical coefficients used in the study:** 1. Arithmetic mean 2- Standard deviations 3-T.test 4. Pearson correlation coefficient

**-fields of study:**

**- Spatial field:** This study was applied to the Faculty of Social Work in Helwan as a spatial field to study for the following justifications: It is the place where the program is being implemented, subject to the study's application and the approval of the institution's management. The researcher's participation in supervising field-training students facilitates the process of data collection and the availability of a sample for the study: First, the students the researcher deals with are mostly the most addicted ones to the Internet; second, it provides the researcher with the necessary capabilities to scientifically conduct a professional intervention program.

**Sample:** The sampling frame consisted of (98) male and female students from the Faculty of Social Work, and by counting cases of social media addiction, it was found by the comprehensive survey that their number was (20) male and female students, which is the number that the study was applied to, and it is determined in a group of university students in the Faculty of Service Sociologists at Helwan University, who were proven to have a social media addiction through the observation of the researcher and social workers sponsored by youth, and the sample was determined as follows:

**Sampling frame:** The sample included the 700 male and female university students who suffer from social media addiction.

**Sample size:** (20) social work students were selected, to whom the researcher applied the “social media addiction” scale, then corrected it and categorized its grades. The upper limit of the student’s score is 90 degrees and distributed as follows:

- **The first level:** It includes the students with "low scores" on the scale and those who got 30 degrees or less; all in all, they are (300) students.

-**The second level:** It includes students with "intermediate grades" on the scale and those who have obtained a score between (30) to less than (60), and their number is (250) male and female students.

-**Third level:** It includes students with "high scores" on the scale and those who have obtained scores ranging from (60) to (90) comprising (150) male and female students.

The researcher excluded some students from the two first and second levels, and the study sample was selected from the students according to the following criteria: those who obtained high scores on the scale, those enrolled in the second, third and fourth groups because they are more addicted to social media, and who expressed their desire to join the group. The selected subjects were divided into two groups: one experimental and the other control equally.

The homogeneity of the control and experimental groups was verified using statistical coefficients in terms of gender, age, place of residence, and monthly income of the family.

**Table (2)** shows the homogeneity of the experimental and control groups

Homogeneity variables	type		residence		Homogeneity variables	mean age	mean income	Tabular(T)
	Male	female	Country	Town				
experimental	0.43	0.30	0.3	0.5	Mean 1	15.42	2536.57	2.455
					s.d 1	0.93	290.33	
control	0.42	0.28	0.22	0.52	Mean 2	15.45	2533.56	
	0.5	0.4	0.25	0.55	s.d 2	1.07	255.22	
calculate (T)	0.15	0.16	0.17	0.17	calculate (T)	0.78	0.88	
significant					Not significant			

It is clear from Table (2) that there are no significant differences between the control and experimental groups in terms of the aforementioned homogeneity variables, as the calculated (T) value is less than the tabular (T) value, which confirms that the two groups are homogeneous in terms of these variables.

- **Time-domain:** The study took 4 months, which is the duration of the professional intervention program from 10/11/2022 to 10/3/2022.

**Professional Intervention Program:**

**1. Objectives of the program: the general objective:** The present study aims at reducing the social media addiction of university youth by using cognitive-behavioral therapy methods seeking for achieving the following sub-objectives: **A.** Identifying the types of social media addiction, which are related to the reasons that led them to become addicted; **B.** Discussing the problem of social media addiction, correcting misconceptions, and trying to replace it with a more logical one; this is done by providing correct information and knowledge, and using case models from addicts, and how their lives have become ruined due to the dangers of social media addiction; **C.** Determining the inappropriate emotions associated with this addiction, such as feelings of anxiety and frustration, and clarifying the extent to which these emotions exacerbate problems and expand their circle, which in turn increases dealing with them; **D.** Guiding the addict to think correctly, enhance his awareness, and adopt correct beliefs, which will make him behave moderately in life, away from the social media addiction.

**2. Steps for professional intervention program:** **A-**The researcher establishes a rapport with the university youth who are addicted to social media to guarantee both the university youth's acceptance of the used professional intervention methods and an effective participation by the respondents. **B-** The researcher assesses the problem by identifying the causes of addictive behavior, determining and measuring the level of electronic addiction, identifying the irrational thoughts that cause electronic addiction, and highlighting the dangers of social media addiction that provoke their addictive behavior through social media to help reduce its impact. **C-** Respondents are persuaded that their irrational thoughts about social media addiction are a major reason for the emergence of the social media addiction dangers while presenting the right thoughts that replace the wrong ones, and helping them get rid of negative feelings, and inappropriate emotions associated with these thoughts, feelings of despair and frustration. Anger, anxiety, fear, and other feelings are associated with these thoughts. **D-** The researcher provides the respondents with new behavioral skills that guide them to logical thinking, correct perception, and sound beliefs that would help them adopt positive behaviors in life. **E** - The extent of change in the respondents is

monitored by making sure that the respondents adopt the correct ideas and refuse to practice wrong behaviors resulting from the risks of social media addiction while re-measuring the electronic addiction of the respondents. **G** - The study sample is prepared to end the professional intervention through continuous follow-up of the remedial steps and the spacing between the final interviews with the study sample.

**3. Occupational Intervention Program Strategies:**

**A- Cognitive reconstruction strategy:** It is employed to help the respondents acquire new cognitive aspects related to the dangers of social media addiction on their future and the ways of protecting them from it. It is also used to encourage them to replace their wrong ideas and beliefs with new rational, realistic, and constructive ideas in their daily practices and in their interactions with others.

**B -Emotion control strategy:** It tends to identify the emotions that accompany the life of the study sample and related to their demand for social media addiction. Besides, it helps them control these emotions, address them, and replace the response to these emotions by following desirable behavioral patterns instead of the behavior of social media addiction for the sake of protecting them from its dangers.

**C- Behavior change strategy:** The researcher aims through this strategy to find a strong motive to change the behaviors of electronic addiction and to convince the respondents of the new behavior and training in it while enhancing their abilities to take responsibility.

**D- Self-help strategy:** It is applied by supporting the respondents' self-capacity and self-development to bring about changes in their values and attitudes towards electronic addiction. Moreover, self-help groups consisting of individuals facing the same problem of electronic addiction are provided; this enables them to establish relationships with them and work, with the researcher's help, to bring about desirable personal, social, and group changes related to the need to quit electronic addiction.

**4. Techniques of the Occupational Intervention Program:**

**A-Assisted Therapy:** It is one of the methods of group psychotherapy. In it, some group members themselves are used to confronting their colleagues who face the same problem of electronic addiction. It is a dual treatment method that provides the addict with an opportunity to help learn about the dangers of electronic and social media addiction while addressing his colleagues.

**B- Role-playing style:** It is based on representing some situations related to the dangers of social media

addiction and providing models to confront them which take the form of electronic addiction behavior after being satisfied with the performance of new roles, as a protective approach against these dangers.

**C- Group discussion method:** In this method, the dangers of social media addiction which face the group member and cause the behavior of social media addiction are discussed. In addition, the alternatives are offered, and the illogical ideas associated with the demand for social media addiction are also tackled. **D- Persuasion method:** The respondents are persuaded that the behavior of electronic addiction is a wrong response to uncontrolled emotions. It is a wrong method of confronting them, which in turn is the result of wrong ideas. That change requires replacing them with other correct ideas, and thus addressing these emotions which leads to the desired normal behavior. **e- Clarification method:** The negative thoughts that lead to the continuation of electronic and social media addiction and its reflection on the future of the member of groups are clarified. **f- Reinforcement method:** It helps to establish the correct behavior and to generalize similar ideas with this behavior. Which helps to reshape the cognitive structure of the study sample.

**G- The method of training to withstand pressures:** This method aims to provide the group member with the ability to deal with the pressures he faces, and thus increases his resistance to it. It is linked to the attempt to stay away from social media and to willingly confront severe pressures the respondent encounters. This would occur via clarifying the nature of the pressures faced by the group member, training him to follow up his statements, analyzing them, replacing them with more positive expressions, and applying the skills acquired by the group member from the therapeutic methods used in the program. **H- Confrontational style:** This style is implemented by confronting the group member with his illogical thoughts and transforming them into rational ones. In addition to encouragement, urging to confront subjectivity whenever possible, and persuasion, the group members are exposed to contradictions and inconsistency between words and actions to protect them from the dangers of social media addiction. **I- Relaxation style:** It helps to counteract the undesirable emotional response resulting from the pressures faced by the respondents; this makes it easier for them to face these pressures, which is a major cause of reducing anxiety and nervous tension. **K- Advice and guidance method:** The researcher provides continuous

correct information to the respondents and continuous guidance to facilitate training in sound thinking, logical analysis of wrong ideas, in an attempt to generalize them and replace them with irrational thoughts which leads to the protection of university youth from the dangers of social media addiction. **U- Supporting self-esteem:** It takes place by enhancing the individual's view of himself and his evaluation of it, which directs his thinking and accordingly his behavior and works to increase the respondents' self-esteem and distance from electronic addiction behavior to protect them from social media addiction.

**5. The professional roles used in the intervention program:** Roles such as the mentor, debugger, coach, assistant, consultant, and data analyst aim to modify the respondents' ideas, their motives and emotions, and finally the behavior of electronic addiction to protect from its dangers.

**6. Tools used in the intervention program:** A- Group interviews. B - Individual interviews (for some cases that require it). C-Group discussions. D-note. E. role-play, and. modeling.

**7. Professional skills needed in the professional intervention program:** The skills required for the professional intervention program include the following: **A-** Skill in forming a professional relationship; **B -** Cognitive skills related to the nature of the university youth category and how to deal with them, as well as knowledge related to electronic addiction and its danger, and how to prevent it; **C-**Skills of conducting individual and group interviews; **D-**Communication skills and directing interaction between respondents; **E-** Advice and guidance skills; **F-** Persuasion skills and influencing others; **G-** Effective listening skills; **H-** Observation skill; **K-** Psychological aid skills; **U-** Group discussion skills; **L-** Dialogue management skills; and **Q-** Motivational skills.

**8. Evaluation of the professional intervention program:** The evaluation is carried out through the following: **A-** Applying the addiction scale to social media, **b-**Observing the behavior of the study sample, and **C-** Analyzing the content of the interviews with the study sample.

**Table (3)** shows the contents of the professional intervention program for cognitive-behavioral therapy for alleviating to reduce of social media addiction for university youth

Activity type	Goals	Techniques used	Results
First meeting (introductory)	<ul style="list-style-type: none"> <li>- Familiarity between the researcher and the experimental group.</li> <li>-Introducing the purpose of the program.</li> <li>-Agreement on the contents and activities of the program.</li> <li>-Determining the expectations of a member of groups from participating in the program and linking them to its objectives.</li> </ul>	Discussion and dialogue	<ul style="list-style-type: none"> <li>- The researcher's knowledge of the members of the experimental group.</li> <li>- Forming the professional relationship between the researcher and the members of the experimental group.</li> <li>-knowledge of the experimental member of groups of the objectives and contents of the program.</li> <li>- Preparing the members of the group and creating a suitable atmosphere to participate in the program.</li> </ul>
second meeting	<ul style="list-style-type: none"> <li>-Defining the nature of social media addiction and its images.</li> <li>-Distinguishing between addictions to social media and practicing social media.</li> </ul>	Brainstorming photos and videos	<ul style="list-style-type: none"> <li>- The ability of members to differentiate between social media addiction and internet practice.</li> <li>- Correcting misconceptions about the practice of social media and its images of members of the group.</li> </ul>
Third meeting	<ul style="list-style-type: none"> <li>-Defining the dangers and effects of social media addiction on youth and their families.</li> </ul>	behavioral modeling	<ul style="list-style-type: none"> <li>- Sensation of unwanted behaviors, what they felt, and its impact on them.</li> <li>- Talking about feelings about social media addiction situations</li> </ul>

Activity type	Goals	Techniques used	Results
Fourth meeting	-Displaying images of social media addiction. -View addictive positions for members.	Acting and role-playing behavioral modeling	- Discovering misconceptions related to the behavior of university youth. - Discover the forms and forms of social media addiction.
Fifth meeting	-The opinions of the monotheistic religions regarding the misuse of social media on others. -Knowing the rights and duties.	Brainstorming Cognitive Reconstruction	-Discovering religious evidence for the prohibition of all forms of misuse of the Internet on others. - Emphasizing the values of mercy and forgiveness. - Members know their responsibilities to themselves and others.
Sixth meeting	-How to confront social media addiction, exercises on dealing with social media addiction.	Brainstorming acting and playing roles	- Discover the steps of expressing what is inside the members. - Discover the misconceptions associated with social media addiction
Seventh meeting	-Methods and methods for dealing with social media addiction.	Acting and role-playing positive reinforcement	- Training members on responses to situations in which they are not addicts and other victims of addiction. - Members know the importance of becoming non-addicted.
Eighth meeting	-Program evaluation.	Dialogue and discussion	-The researcher and the members evaluate the changes that occurred in the group. -What has been implemented from the program?
ninth meeting	Measuring the impact of the professional intervention program on the members of the experimental group		

**- The difficulties that the researcher faced in implementing the program:**

1. The first problem is the presence of resistance represented in some members' unwillingness to participate and the diversity of behavior among some others; the researcher employed the professional skills of active listening, effective interaction and promoting the beginning of participation on the part of the researcher and members. 2. The resistance and rejection of some to participate in the performance of some roles and workshops is another problem, when the researcher participated in some roles and workshops as an incentive for them. 3. The emergence of unrealistic and incorrect responses from some members during the application of the program, so the researcher was keen to clarify the importance of the program to the group members. 4. Some members feel that it is better not to participate because it may appear in the form of a liar or an addict, and the researcher focused on building trust and reducing resistance by strengthening communication.

**Results:**

**Table (4)** shows the differences between the mean ranks of the pre and post-measurement scores for the control and experimental groups on the social media addiction scale for the dimension (low internet addiction)

Group	pre-measurement For both groups (experimental - control)				Post measurement For both groups (experimental - control)			
	Mean	Total	U-TEST	significant	Mean	Total	U-TEST	significant
control	19.87	321	16	Not significant	8	126	0	significant
experimental	10.13	134			25	314		

It is clear from Table (4) that there are no statistically significant differences at the level of significance (0,05) between the mean ranks of the members in the control and experimental groups in the pre-measurement of the low level of social media addiction, while there were differences between the mean ranks of the members' scores in two groups in the post-measurement in favor of the members in the experimental group This indicates that the use of cognitive-behavioral therapy with the experimental group members reduced the low level of social media addiction, while its level remained high among the members of the control group.

**Table (5)** shows the differences between the pre and post-measurement of the control and experimental groups on the social media addiction scale for the dimension (moderate internet addiction) among university youth groups

Group	pre-measurement For both groups (experimental - control)				Post measurement For both groups (experimental - control)			
	Mean	Total	U-TEST	significant	Mean	Total	U-TEST	significant
control	17.55	291	49	Not significant	9	125	0	significant
experimental	10.33	147			21	41		

It is clear from Table (5) that there are no statistically significant differences at the level of significance (0,05) between the mean ranks of the members in control and experimental groups in the pre-measurement of the mean level of social media addiction, while there were differences between the mean rank of the members' scores in two groups in the post-measurement in favor of the members in the experimental group, which indicates that the use of a professional intervention program using cognitive-behavioral therapy with members of the experimental group led to a reduction in the level of mean social media addiction, while its level remained high among members of the control group.

**Table (6)** shows the differences between the pre and post-measurement of the control and experimental groups on the social media addiction scale for the dimension (high Internet addiction) among university youth groups.

Group	pre-measurement For both groups (experimental - control)				Post measurement For both groups (experimental - control)			
	Mean	Total	U-Test	significant	Mean	Total	U-TEST	significant
control	17.47	262	83	Not significant	8	125	0	significant
experimental	13.53	203			23	345		

It is clear from Table (6) that there are no statistically significant differences at the level of significance (0,05) between the mean ranks of the members in control and experimental groups in the pre-measurement of the high level of social media addiction, while there were differences between the mean ranks of the members' scores in two groups in the post-measurement in favor of the members in the experimental group, which indicates that the use of a professional intervention program using cognitive-behavioral therapy with members of the experimental group led to a reduction in the high level

of social media addiction, while its level remained high among members of the control group.

**Table (7)** shows the significance of the differences between the pre and post-measurements of the experimental group on the scale as a whole:

Social media addiction	Mean	S.D	Calculated (t)	Tabular (T)
low addiction	14.33	1.18	51.280	1.761
Mean addiction	15.53	1.26	48.77	
high addiction	14.17	1.12	50.230	
<b>Scale as a whole</b>	44.03	3.56	150.28	

Table (7) demonstrates the following: -Regarding the low addiction to the Internet, it is found that the calculated (T) value (51,280) is greater than the tabular (T) value (1,761); this confirms the existence of statistically significant differences between the tribal and remote measurements of the members in the experimental group in favor of the post-measurement at the level of significance of 0.05. This is due to the effectiveness of cognitive-behavioral therapy for alleviating low social media addiction of university youth groups.

-As for the moderate addiction to the Internet, the calculated (T) value (48,77) is found to be greater than the tabular (T) value (1.761); this confirms the existence of statistically significant differences between the tribal and remote measurements of the members in the experimental group in favor of the post-measurement at the level of significance of 0.05. This is due to the effectiveness of cognitive-behavioral therapy for alleviating t mean social media addiction among university youth groups.

-Regarding the high addiction to the Internet, the calculated (T) value (50,230) is greater than the tabular (T) value (1,761); this confirms the existence of statistically significant differences between the tribal and remote measurements of the members in the experimental group in favor of the post-measurement at the level of significance 0.05. This is due to the effectiveness of cognitive-behavioral therapy for alleviating high social media addiction for university youth groups.

### **Discussion:**

The results of the study show that there were no statistically significant differences at the level of significance (0,05) between the mean scores of the members of the control and experimental groups in the pre-measurement of the low level of social media addiction, while there were differences between the mean scores of the members in two

groups in the post-measurement in favor of the members in the experimental group. This indicates that the use of cognitive-behavioral therapy with members of the experimental group led to a reduction in the low level of social media addiction, while its level remained high among members of the control group. This may be due to the low social media addiction among youth. This is consistent with the results of Al Hosani's study (2017) which aimed to identify the relationship between social media addiction and both depression and social isolation among Nizwa University students.

The results proved that the prevalence of social media addiction is (4.9%) among the sample members and showed significant differences on the scale of addiction to the Internet due to social status and academic specialization in favor of the female students. It also revealed that there is a negative relationship between addictions to communication media, and there is also a positive relationship between social media addiction and social isolation. Furthermore, Ko et al. (2016) stated that the scale has a very high diagnostic accuracy, reaching 89.6%. It was also found that 19.8% of the sample suffer from social media addiction while using social media for not less than twenty hours per week.

The study emphasized that there were no statistically significant differences at the level of significance (0, 05) between the mean scores of the members of the control and experimental groups in the pre-measurement of the mean level mean of social media addiction, while there were differences between the mean scores of the members in two groups in the post-measurement in favor of the members in the experimental group. This indicates that the use of a professional intervention program using cognitive-behavioral therapy with members of the experimental group led to a reduction in the level of mean social media addiction, while its level remained high among members of the control group, and this may be because moderate addiction has an effect. Ali University youth and many others suffer from it, and this is consistent with the results of Nalwa's study (2017) which showed significant differences between the two groups. The internet-dependent group used to postpone its duties to spend more time on social media while suffering from sleep disorders because of waking up late due to staying up late on social media, and the number of hours spent by the social media dependent group is more than the number of hours for the non-networking group. Measuring the psychological unity for the two groups, i.e. the network dependent and

the network independent, the results were in favor of the group dependent on the network. Moreover, Sahin (2015) pinpointed the real influences in social media addiction through a statistical method, which is a polymorphic regression to estimate the effects of these causes. The results proved that the factor that can predict social media addiction is the intended use rate of certain network sites.

The study concluded that there were no statistically significant differences at the level of significance (0, 05) between the mean scores of the members of the control and experimental groups in the pre-measurement of the high level of social media addiction, while there were differences between the mean scores of the members in two groups in the post-measurement in favor of the members of the experimental group. This indicates that the use of a professional intervention program using cognitive-behavioral therapy with members of the experimental group led to a reduction in the high level of social media addiction, while its level remained high among members of the control group. This may be due to the spread of social media addiction among youth, especially high addiction. This is consistent with LA and Niski's results (2017). The results indicated a significant relationship between social media addiction on the one hand, and family, social isolation, and boredom on the other. Moreover, the study concluded that family and social isolation can predict social media addiction, while the study did not show the widespread of social media addiction.

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