



# Suggested Program from the Perspective of the generalist practice of social work to develop secondary school students awareness of the dangers of electronic games

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## ARTICLE INFO

## ABSTRACT

The study aimed to determine the level of awareness of Secondary School students of the dangers of electronic games, and an attempt to come up with a proposed program to develop awareness of the dangers of electronic games. The study was applied to a number of (253) at the first Secondary School in Al-Leith governorate in Makkah Al-Mukarramah. The study was based on the risk scale of electronic games for students. The study found that the level of awareness of Secondary School students of the dangers of electronic games the knowledge and skill component is medium and the value is high.

**Keywords:** dangers - electronic games - awareness - high school students

## Introduction:

Development programs aim to identify the needs and problems of society in order to develop social programs and services that meet these needs and solve problems from various social, economic, health and educational aspects. human development requires the achievement of social welfare for all segments of society. the goal of social welfare is to achieve the fulfillment of social, economic, health and educational requirements for all members of society, as is the goal of development programs; Social Welfare seeks to assess the social performance of all stages( Al-Sanhouri, 2000, p. 32).

School is considered one of the means of caring for the human element and has a role in achieving psychological, social and mental development, and thus the secondary education stage is considered one of the important stages in the life of students because of its psychological and social effects and effects on interactions with others, in Egypt, interest in secondary students is increasing, as they represent an important segment in society, and hence the importance of the secondary stage in facing those successive changes in being an intermediate stage in the education process that should last a lifetime, and it is clear that this stage is dangerous because of its association with adolescence, and determining the future of students, as well as its students ' knowledge, life and career skills Therefore, it became necessary to take care of them to protect them from the dangers of electronic games.This is confirmed by the results of a study Gomaa(2022) that electronic games cause risks that lead to death and suicide of some students in accordance with the instructions of some of them, there are also games that help spread the motives of violence and Evil Within the players, in addition, they work to dull the player's thought and feeling if they make him get used to images of blood, murder and other forms of violence, and spending many hours in front of electronic games causes many health risks such as head, wrist, neck and back pain, in addition, children cannot benefit from other activities for their physical, social, intellectual and emotional, which is also what may lead to severe obesity in the long term (Mansour, 2010, p. 45)‘

The raice study( 2020) confirmed that addiction to electronic games leads to negative effects, most notably sleep disorders and insomnia, as well as difficulty in concentration and attention, electronic devices have a serious and obvious impact on many children, especially when used on a daily and continuous basis, as they cause introversion and social isolation, lack of communication with family members, which reduces the child's social, cognitive and emotional skills, leads to isolation from the social environment, difficulty identifying himself, shyness from others and inability to cope, and the health risks the day has negative effects on health

These include overweight, osteoporosis, deformities of the child's spine, hand pain and eye damage (Al-Zeyoudi, 2015, p. 17) Playing electronic games negatively affects academic achievement, neglecting school assignments and escaping from school during the school day, and leads to learning disorders, he does not have time to do his homework, he remains without food throughout this period and directly affects their efforts, his academic level is delayed and negatively affects his study and the scope of his thinking (Sabti, 2020, P.67) and this is confirmed by the study of Abu al-Hassan(2019), which confirmed the existence of many damages to electronic games such as social, psychological and health damage.

And since online digital game addiction became one of the serious social computing issues related to public health, there has been an unprecedented need to explore and understand online digital game addiction from a psychosocial perspective. Extant studies have empirically tested the effects of as well as the relationship among prominent psychological distresses such as depression, loneliness and aggression on game addiction (Sarbotam ,et al,2020)

### **Research Problem:**

#### **The study problem can be formulated in the following questions:-**

- 1 - What is the level of awareness of high school students about the dangers of electronic games?
- 2-What are the components of the proposed program from the perspective of general practice in social work to develop the awareness of Secondary School students about the dangers of electronic games?

#### **Study Goals**

The main goal of the study is determined in: "Determining the level of awareness of the dangers of electronic games for secondary school students ": The main objective has the following sub-objectives:

1. Determining the level of the cognitive component of awareness of the dangers of electronic games for secondary school students.
2. Determining the level of the skill component of awareness of the dangers of electronic games for secondary school students.
3. Determining the level of the value component of awareness of the dangers of electronic games for secondary school students.
4. To come up with a proposed program to develop awareness of the dangers of electronic games for secondary school students.

#### **Study hypotheses:**

**The first hypothesis of the study:** "it is expected that the level of awareness of the dangers of electronic games for high school students is average ": This assumption can be tested by the following components: The cognitive component-the skill component-the value component.

**The second hypothesis of the study:** "there is a statistically significant difference between the responses of Secondary School students according to the grade in determining the level of awareness of the dangers of electronic games for secondary school students "

**The third hypothesis of the study:** "there is a statistically significant difference between the responses of Secondary School students according to the study tracks in determining the level of awareness of the dangers of electronic games for secondary school students "

**The fourth hypothesis of the study:** "there are statistically significant differences between the responses of high school students according to the place of origin in determining the level of awareness of the dangers of electronic games for high school students "

#### **Study Concepts:**

##### **The concept of Awareness**

**Awareness is defined as** "the process of developing the knowledge and attitudes of community members about problems and issues in a way that reflects positively on their behavior and attitudes" (Dominelli,1, 2018,p145

It is also defined as personal cognitive perception and perception of surrounding social conditions, (Cean,1994.p.11))Awareness can be defined procedurally by the total degree that students will receive on the scale of awareness that has been prepared for this study in its three dimensions, defined in (cognitive dimension –skill dimension –value and ethical dimension).

##### **The concept of risk**

Risks in social work are defined as: exposure of individuals to health, social and environmental problems (Badawi 1993, p.240).

- Risk is defined as: unpredictability and the likelihood that actual results will differ from the expected results, or risk "is the realization of a set of risk factors (Boisslier,1979, p.20).

**The concept of risk in this study:** These risks are the health, psychological, educational and social risks that need concerted efforts to eliminate them

**The concept of electronic games:** It is an activity in which players engage in an artificial conflict governed by certain rules in a way that leads to quantifiable results and is called an electronic game if it is available in digital form and is usually played on a computer platform, the internet, television, video and mobile phones (kadwy, 2018, P.165).

It is also defined as “software that simulates real or virtual reality based on the capabilities of a computer in dealing with various means, displaying and moving images and making sound, which is a tool that challenges the user's abilities if it puts him in front of difficulties and obstacles ranging from simplicity to complexity ( Al-Ghurair and Al-nawaysa, 2010, p.163).

It is also known as a type of court activity issuing a set of laws that regulate the course of play, often involving two or more, and this interaction enters the element of competition and Chance and ends with the victory of one of the teams (al-Anani, 2002, p.88).

**The concept of electronic games in this study:** These are the games that high school students use by owning mobile phones, tablets, or other devices used in these games and spend hours playing them, which affects them and they suffer from a lot of risks

### Theories guiding the study:

#### Theory of ecological systems

It is based on a common basis of Human Ecology and the theory of systems and specializes in the adaptation and adaptation between organisms and the environments in which these organisms live in a way that achieves a dynamic balance between the parties, as this concept of the growth of human ecology is changing towards the macro direction, and the ecological portal contains both treatment and repair by affirming and realizing the functional relationships between people and their social and psychological environments, the ecological portal is concerned with internal and external factors, as it views people as positive participants in mutual interactions and works to improve the manifestations of compatibility between people and their environments to achieve an alignment between environmental needs and characteristics Environment(.p.56 (Zastrow, 2022 ).Finally, the theory of ecological systems directs the general practitioner to work with the multiple positions of the general practitioner, where it identifies and provides him with the methods of work associated with those included in the position of the general practitioner of different formats, and also contributes to his acquaintance with all the physical and social aspects related to the environment, which he should keep in mind while dealing with the situation and identify a clear method of understanding, influence and mutual interaction between university students and the environment ( Ali, 2003, p.46).

Through the study, there is a need to give secondary school students some knowledge, skills and values that explain the importance of the relationship between students and their environments and how each affects the other and their knowledge that the dangers of electronic games affect their relationships with their families and environments and provide a set of concepts that help to understand the dangers of electronic games, and provide an opportunity to obtain a lot of information about the modes of dealing as individual students, parents and groups of students at school as a group format.The theory is concerned with the environmental field surrounding the consistency of dealing physically and socially according to the roles of the general practitioner in social work in the school field with the dangers of electronic games as a teacher, mentor, planner, coordinator and evaluator

\* **Methodological procedures for the study:** (1) study methodology: This study is one of the descriptive studies, and the study was based on the use of the social survey methodology with the available sample "the accessible sample for the researcher" for secondary school students at the first Secondary School in Al-Leith Makkah, Saudi Arabia for the academic year 2024/2025, and their number is (253) single. Their distribution is as follows:

**Table No. (1) Shows the distribution of high school students in the study community**

No	Routes	Total number of	Number of respondents
1	Common path	173	110
2	General course	219	65
3	Health and life path	40	38
4	Business management course	43	40
Total		475	253

**Table No. (2) Dimensions and sources of the study:**

Main dimensions	Sub-dimensions	Number of phrases
Components of awareness of the dangers of electronic games for secondary school students	The cognitive component	<b>12</b>
	The skill component	<b>11</b>
	The value component	<b>10</b>

\* The most important sources of these dimensions were identified in the reference to the theoretical literature guiding the study, as well as previous studies related to the research issue of the study.

**(1) Study tools:** The data collection tools were represented by:

\* A measure of awareness of the dangers of electronic games for secondary school students: - The researcher designed the scale using Google Drive Models based on the study-oriented theoretical literature and previous studies related to the research issue of the study. Using the following electronic link: <https://2u.pw/gNjhK4Yj>

- The scale included the following axes: initial data, and components of awareness of the dangers of electronic games for secondary school students. - The scale was based on a triple gradient, so that the response to each phrase was (always, sometimes, rarely) and each of these responses was given a weight (score), as follows: always (three degrees), sometimes (two degrees), rarely (one degree).

- To verify the truthfulness of the content of the "logical truthfulness" of the scale, the researcher reviewed the theoretical literature, scientific books, previous studies and research that dealt with the dimensions of the study, and then analyzed it, in order to determine the dimensions of the components of awareness of the dangers of electronic games for secondary school students, represented by: "cognitive component, skill component, and value component". Then the tool was presented to (5) arbitrators from the faculty members of the Faculty of social work Helwan University and the University College of Al-Leith Umm Al-Qura University to express an opinion on the validity of the tool in terms of the linguistic integrity of the phrases and their relationship to the dimensions of the study. some phrases have been modified, added and deleted, and accordingly the tool has been formulated in its final form and its results can be relied on in achieving the objectives of the study and testing the validity of its assignments.

- The stability of the scale was calculated using the Spearman-Brown equation for the half-division of stability, by applying it to a sample of (20) Individual High School students (outside the study sample), the value of the Guttman equation for the half-division was (0.966), as well as the value of the correlation coefficient between the two halves of the instrument was (0.936), this indicates a strong direct correlation between the two halves of the instrument, and the value of the stability coefficient using the Spearman-Brown equation (0.967), this indicates stability with a high degree of stability, accuracy and reliability, and the tool has become in its final form, so its results can be relied on, and its results are generalizable to the study community

Determining the levels of arithmetic averages for the dimensions of the study: The level of the dimensions of the study can be determined using the arithmetic mean, where the data was encoded and entered into the computer, and to determine the length of the cells of the triangular scale (lower and upper limits), the range was calculated= the largest value-the lowest value ( $3-1 = 2$ ), it was divided by the number of cells of the scale to obtain the corrected cell length ( $2/3 = 0.67$ ) and then this value was added to the lowest value in the scale or the beginning of the scale, which is the correct one, in order to determine the upper limit of this cell, as follows:-

**Table No. (3) Shows the levels of arithmetic averages for the dimensions of the study**

values	Level
If the average value of the phrase or dimension ranges from 1 to 1.67	Low level
If the average value of the phrase or dimension ranges from 1.68 to 2.34	Intermediate level
If the average value of the phrase or dimension ranges from 2.35 to 3	High level

**(1) methods of statistical analysis:** The data was collected and reviewed in the period from 7/12/2024 to 1/1/2025, and then the data was processed through a computer using the statistical packages program for Social Sciences (SPSS.V. 24.0), and the following statistical methods have been applied: repetitions and percentages, arithmetic mean, standard deviation, range, Spearman-Brown equation for the semi segment of constancy, Pearson correlation coefficient, test (V) of two independent samples, unidirectional analysis of variance to determine the variance between groups

**\* Results of the field study and its discussion:**

The first axis: description of Secondary School students study community:

**Table No. (4) Shows the description of high school students in the study community**

Quantitative variables	X	SMA	Native habitat	F	%
Age	16	1	Rural	51	20.2
Number of hours of using electronic games	3	1	Urban	202	79.8
			Total	253	100
Grade	F	%	Electronic devices used	F	%
First grade secondary	110	43.5	Mobile phone	234	92.5
Second grade high school	97	38.3	Laptops	12	4.7
Third grade secondary	46	18.2	Tablets	7	2.8
Total	253	100	Total	253	100
Study paths	F	%	Electronic games used	F	%
Common path	110	43.5	Electronic sports games	49	19.4
General course	65	25.7	Electronic combat games	83	32.8
Health and life path	38	15	Kinetic electronic games	61	24.1
Business management course	40	15.8	Educational electronic games	60	23.7
Total	253	100	Total	253	100

The previous table shows that: - The average age of Secondary School students is (16)years, with a standard deviation of about one year. - The average number of hours that high school students use electronic games is (3) hours per day, with a standard deviation of about one hour. - The largest percentage of high school students are from their native urban area (79.8%), followed by rural areas (20.2%). - The largest percentage of Secondary School students are enrolled in the first secondary grade (43.5%), then the second Secondary Grade (38.3%), and finally the third Secondary Grade (18.2%). - The largest percentage of high school students are enrolled in the common track by (43.5%), then the general track by (25.7%), followed by the Business Administration track by (15.8%), and finally the health and Life track by (15%). - The largest percentage of high school students use a mobile phone for electronic games (92.5%), followed by a laptop (4.7%), and finally a tablet (2.8%). - The largest percentage of Secondary School students use combat electronic games (32.8%), followed by Kinetic electronic games (24.1%), then educational electronic games (23.7%), and finally sports electronic games (19.4%).

The third axis: testing the study assignments: (1) the first assumption test of the study: "the level of awareness of the dangers of electronic games for high school students is expected to be average ":

**Table No. (5) shows the level of awareness of the dangers of electronic games for secondary school students as a whole**

Dimensions	SMA	standard deviation	level	Ranking
The cognitive component	2.29	0.61	Average	3
The skill component	2.34	0.62	Average	2
The value component	2.52	0.47	high	1

Components of consciousness as a whole	<b>2.38</b>	<b>0.47</b>	high
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The previous table shows that: The level of awareness of the dangers of electronic games for secondary school students as a whole is high, with an arithmetic average of (2.38), and indicators of this according to the order of the arithmetic average: - The first ranking of the value component of awareness of the risks of electronic games for secondary school students with an arithmetic average (2.52), which is a high level. - The second ranking is the skill component of awareness of the risks of electronic games for secondary school students with an arithmetic average (2.34), which is an average level. - The third ranking is the cognitive component of awareness of the dangers of electronic games for secondary school students with an arithmetic average (2.29), which is an average level. - Which makes us partially accept the first assumption of the study, which is that "the level of awareness of the dangers of electronic games for secondary school students is expected to be average".the second hypothesis test of the study: "there is a statistically significant difference between the responses of Secondary School students according to the grade in determining the level of awareness of the dangers of electronic games for secondary school students ":

**Table No. (6) shows the analysis of the variation of the level of awareness of the dangers of electronic games for secondary school students according to their responses according to the grade**

Dimensions	Source of variability	Total squares	df	Average squares	F	Semantics
The cognitive component	Among the groups	0.054	2	0.027	0.073	Non-d
	Within the groups	92.516	250	0.370		
	Total	92.570	252			
The skill component	Among the groups	0.435	2	0.217	0.573	Non-d
	Within the groups	94.906	250	0.380		
	Total	95.340	252			
The value component	Among the groups	1.179	2	0.589	2.664	Non-d
	Within the groups	55.312	250	0.221		
	Total	56.490	252			
Components of consciousness as a whole	Among the groups	0.290		0.145	0.645	Non-d
	Within the groups	56.179		0.225		
	Total	56.469				

\*\* significant at (0.01)

\* significant at (0.05)

The previous table shows that: There is no statistically significant difference between the responses of Secondary School students by grade (first secondary grade / second secondary grade/ third secondary grade) in determining the level of the cognitive component, the level of the skill component, the level of the value component, and the level of the components of awareness of the dangers of electronic games for secondary school students as a whole. This makes us reject the second hypothesis of the study, which states that " there is a statistically significant difference between the responses of high school students according to the grade in determining the level of awareness of the dangers of electronic games for high school students ".

**1) the third hypothesis test of the study:** "there is a statistically significant difference between the responses of high school students according to the study tracks in determining the level of awareness of the dangers of electronic games for high school students ":



**Table No. (7) shows the analysis of the variation of the level of awareness of the dangers of electronic games for secondary school students according to their responses according to the study tracks**

Dimensions	Source of variability	Total squares	df	Average squares	F	Semantics
The cognitive component	Among the groups	0.782	3	0.261	0.707	Non-d
	Within the groups	91.788	249	0.369		
	Total	92.570	252			
The skill component	Among the groups	0.520	3	0.173	0.455	Non-d
	Within the groups	94.821	249	0.381		
	Total	95.340	252			
The value component	Among the groups	1.470	3	0.490	2.217	Non-d
	Within the groups	55.020	249	0.221		
	Total	56.490	252			
Components of consciousness as a whole	Among the groups	0.675	3	0.225	1.005	Non-d
	Within the groups	55.793	249	0.224		
	Total	56.469	252			

\*\* significant at (0.01)

\* significant at (0.05)

The previous table shows that: There is no statistically significant difference between the responses of Secondary School students according to the study paths (common path/ general path/ health and life path/ Business Management path) in determining the level of the cognitive component, the level of the skill component, the level of the value component, and the level of the components of awareness of the dangers of electronic games for secondary school students as a whole. This makes us reject the third hypothesis of the study, which states that " there is a statistically significant difference between the responses of high school students according to the study tracks in determining the level of awareness of the dangers of electronic games for high school students ".

#### **The Suggested Program from the Perspective of the generalist practice of social work to develop secondary school students awareness of the dangers of electronic games**

No	Variants	Content
1	The conditions in which the program is applied.	High school students ' awareness of the dangers of electronic games should be average or weak
2	Objectives	-developing the awareness of Secondary School students about the dangers of electronic games. - Developing the knowledge, skills and values of Secondary School students about the dangers of electronic games.
3	The system dealing	Students system of the work ( all the work team contributing to the application of the program).
4	Stages of application of the program	<b>1-the stage of correlation and estimation:</b> The objectives of the stage: to build contact with the connected modes of dealing (individual-group-school). Identify the measurement tools that will work with customer formats Strategies: cognitive reconstruction. Techniques: clarification and explanation. Tools: individual and group interviews with dealing formats. Roles: collector, data analyst and enabler <b>2-planning stage : Stage goals :</b> - Identify the problems on which the efforts of the change process are focused and need to attract attention to them. - Review the real and real conditions, both in the existing environment and in the personal characteristics of the client's systems, which affect the process of making change, and also identify the general practitioner's strengths and weaknesses. - Defining the initial goals: what the general practitioner needs and what he sees as a goal and a distant

		<p>goal so that the needs of the client's formats can be satisfied and help them solve their problems. - Identify people who are closely related to influence and influence : who does the general practitioner know and who is available to contact to help him achieve the proposed change Strategies: cooperation-persuasion. Techniques: group discussion-guidance and mentorship. Tools: interviews - meetings. Roles: educational - possible - planned .</p> <p><b>3-Implementation phase:</b>  <b>Stage goals :</b> - Applying the professional intervention program plan to achieve the study goals. Strategies: persuasion – behavior modification. Techniques: group discussion-reinforcement. Tools: workshops - seminars-lectures. Roles: the giver of power - the developed - the planned - the possible.</p> <p><b>4- Evaluation and Ending phase:</b>  <b>Stage goals:</b> - Determine the effectiveness of the change that has occurred and measure the return of professional intervention. - Identify the impact of the vocational intervention program from the perspective of general practice in developing the awareness of Secondary School students of the dangers of electronic games  <b>Strategies:</b> cooperation – group interaction. <b>Techniques:</b> group discussion-guidance and mentorship. <b>Tools:</b> individual interview. <b>Roles:</b> data collector and analyst</p>
	Program activation requirements	<p>Especially for high school students - Paying attention to attending training courses held by some centers and associations to develop their awareness of the dangers of electronic games- Participate in activities to occupy free time Especially at school: - The need to hold training courses for students to develop their awareness about the dangers of electronic games. Holding seminars to raise awareness of the dangers of electronic games. A partnership agreement with the institutions responsible for raising awareness for students Especially in the social work profession: - Increase attention to these risks and shed light on them in the writings of the social service, and conduct research and scientific studies related to them . - Conducting training of students of colleges and institutes of social work in secondary schools and spreading awareness of students about the dangers of electronic games</p>

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