Psychiatric Nursing Intervention to Prevent Social Web Sites Communication Addiction among University Students

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Abstract: **Social websites addiction is a rising problem that affects Egyptian students physically, psychologically, socially and mentally.The purpose of the present study was to examine the effect of the psychiatric nursing intervention in prevention social websites communication addiction among university students.AQuasi-experimental research design (pre-post-test) was utilized to achieve the purpose of the study.This Study was carried out at the faculty of art and faculty of nursing menoufia university. A purposive sample of (n= 140) first-year students was selected from the above mention setting who have the scores of 50 to 79 on social networking sites addiction scale (high- risk groups).Three instruments for data collection as an interview questionnaire composed of two parts to assess; socio-demographic characteristics and social websites use data; Internet use motives scale and social networking addiction scale were used.The results revealed that all studied students use social websites for 3-5 h pre-intervention reduced to one - third post-intervention, regarding social websites motives, there were a highly statistically significant reduction on escape from stress, a lack of assertiveness, control, fun and entertainment, self esteem, social integration,sexual behavior as a social websites motives post-intervention than pre-intervention while there were a highly statistically significant increase in gaining information and personal integration as a social websites motives post- intervention than pre- intervention, there was a high reduction on the potential social websites addiction post-intervention than pre-intervention. Conclusion : The psychiatric nursing intervention has a positive impact in preventing social websites communication addiction among studies students. Recommendation: Provide cognitive behavior program on reducing social networking addiction among elementary and secondary school students.**

Keywords: **Social Websites Communication Addiction.**

1. INTRODUCTION

The World Wide Web has positively affected almost all aspects of human life that have been emerged in the field of information and communication technology in the recent year. Social websites attract individuals of all ages and all classes (Xiufang Li, 2014)". Despite the many potential benefits offered by social websites as providing a mean to keep in contact with friends, opportunities for professional online networking, there are growing concerns of cyber criminal, online harassment and addiction related to social websites behavior (Das &Sahoo, 2011 and Sengupta &Chauduri, 2011).

Social websites addiction falls under one type of internet addiction types called cyber relationship addiction (Masters 2015). "The individuals who spent online at least 6 hours of non-essential internet usage per day lasts at least 3 months,

are considered as internet addicted people(Tao, et al., 2010)". Social websites addiction is "a behavioral disorder during adolescence period, which students become so preoccupied and obsessed with social websites that it distracts them from participating in the real world, and in turn, causes harmful effects on alternative aspects of their lives"(Nalin, 2013). Social websites addiction refers to "being overly concerned about social websites, to be driven by a strong motivation to log on to or use social websites addiction, and to devote so much time and effort to social websites that it impairs other social activities, studies /job (Andreassen and, Pallesen,2014).

"There are three main motives lead to social networking sites addiction were cognitive content, social and emotional motives (Hazar, 2011).The impulsivity, failure in self-regulation are cognitive motive, while initiating and terminating romantic relationships, share problems, depression, timid, pessimism, daily life stress, weaknesses in communication skills, fear, social phobia are the social ad emotional reasons for turning to social media as a way of relieving dysphoric mood states, and develop relationship with other (Günüç, 2009)". Sexual behavior, fill leisure time and boredom, entertainment, reconnaissance, information, habits, self-assertion, freedom of expression in which person express their personality in order to make sense of their existence, to exude self-confidence and to earn the approval of their social circle are other motives lead to compulsive use of social websites (Karaduman, 2010).

"Social websites addiction adversely affects one's physical health, family life, social life and academic performance" (Shek, Sun, and Yu, 2013). Academic problems such as poor study habits, grades, integration in extracurricular activities and increased risk of being placed on academic probation. (Panayides and Walker, 2012).Physical problems like sleep deprivation that affects one's immune system, so increasing one's vulnerability to assorted diseases, vision problems, decrease personal hygiene, and the presence of carpal tunnel syndrome. (Moreno, Jelenchick and Christakis 2013). Regarding the psychological effect, social websites cause anxiety, depression and lower attention span, and increasing levels of loneliness. In addition, it affects social relation and social wellbeing" (Cardak, 2009).

Many practitioners are unaware of social websites addiction that affecting Egyptian students normal life and consequently unprepared to treat and require the efforts of multiple and different researches as in the Egyptian society to confront this problem (Ibrahim, and Fouad, 2014)". The nurse practitioner contributes therapeutic and preventive intervention to face social websites addiction as provides cognitive behavior therapy and other therapies that increase insight into a person's behavior for internet addiction, especially social websites addiction (Radwan, 2013).

2. THE SIGNIFICANCE OF THE STUDY

In recent years the popularity of the internet use especially social website is on the rise. "In Egypt, Egyptian national studies addressing social websites addiction problem are lacking". According to Kamal, Mosallem (2013) who examined the prevalence of internet addiction among mini university students represented that 2.6% and 18.2% of the studied students respectively have pathological internet use and potential pathological internet use. In another hand, Desouky and Ibrahem (2015) showed that the prevalence rate of pathological internet use among Egyptian university students is 13%.

"Moreover, the prevalence of internet addiction among menoufia university student according to the previous study done by Shaheen, Farahat, and Gaber,(2016) was 48.5%". further studies were done in Assiut and Cairo revealed that the prevalence of internet addiction is 26.9%, 54,0%, respectively" (Mohamed, 2014, & Mobasher, Fouad, Enaba, Shawky, Moselhy, 2015)."Most of the Egyptian studies focus on describe this phenomenon and its consequences, but there is still a lack of studies to focus on prevention of this problem". Therefore, this study aimed to provide a psychiatric nursing intervention program to prevent social websites communication addiction among university students.

Theoretical and Operational Definitions:

Social websites communication addiction can be drawn from the definition of internet addiction itself which theoretically defined as " excessive internet over-use particularly social websites at least 6 hours of non-essential internet usage per day, which disrupts a person's sleep pattern, work productivity, daily routines and social life" (Tao, et al., 2010,and Moreno, Jelenchick and Christakis, 2013). Social websites communication addiction in this study operationally defined as "a high-risk group who have scores of 50 to79 on social networking sites addiction scale, that was measured by social networking site addiction questionnaire" (Rabie, 2003).

The Purpose of the study: this study was designed to evaluate the effect of psychiatric nursing intervention in prevention of social websites communication addiction among university students

Research Hypotheses: Students who exposed to psychiatric nursing intervention will have lower scores in social networking addiction scale after implementation of the intervention than before

3. METHODOLOGY

Research Design: A quasi-experimental research design one group (pre-post-test) was used to research the impact of psychiatric nursing intervention in prevention of social websites communication addiction among university students

Research Setting: The study was conducted at the faculty of art and faculty of nursing, Menoufia University, Egypt.

Sample:

"The sample size was firm by using the following equation: $n = (z2 \times p \times q)/D2$ at CI 95% and power 80%, the level of confidence (error=5 %)". The needed sample size was (n=140) first-year students from previous mention setting who agree to participate in the study, have scores of fifty to seventy-nine on social networking sites addiction scale and uses social websites for pleasure purposes less than five hours(3-5 h) per day.While excluded the students who disagree to participate in the study and have online normal use scored less than forty-nine or over eighty scores on social networking sites addiction scale.

Tools of Data Collection:

Three tools were used to achieve the purpose of the study,

Tool (I) - an interview questionnaire developed by the researcher based on the scientific reviewing literature consists of two parts: -First part was designed to assess socio-demographic data: - as age, gender, religions, faculty type, and residence.The second part was designed to assess social networking sites use data as duration, a number of hours of use social sites per day and most common sites used.

Tool (II) – "internet use motive questionnaire: it was developed by (Shaheen, 2010). It was used to measure the motives for excessive use of social networking sites". It was modified by the researcher based on (Soh, Hong, Charlton, 2013, Omar and Subramanian, 2013). By adding new 13 items to be 61 items divided into eight domains: escape from stress and being with oneself (7 items), fun and recreation (5 items), social integration (8 items), a Lack of assertiveness (15 items), personal integration (7items), gain information(6 items) , control (5 items), sexual motives(3item)and self-esteem (5 items). It was administered in the form of four -point Likert scale ranging from always score (4) to never score (1).

The total scoring system is stated as the following:
A score from 61-91 mean normal motives
A score from 92 to153 mean mild motives
A score from 154to 213 mean moderate motives
A score from 214 to 244 mean high motives

A scoring system of eight domains is stated as the following:

Motive for social websites use	Scoring Item			
	Normal	**Mild**	**Moderate**	**High**
	Score			
Lack of assertiveness motive	15- 22	23 to 37	38 – 52	53 to 60
Escape from stress motive	7-10	11 to 17	18 – 23	24 to 28
Control Motive	5-7	8 to 12	13 – 17	18 to 20
Personal integration motive	7-10	11 to 17	18 -23	24- 28
Self - esteem motive	5-7	8 – 12	13 – 17	18 -20
Fun and entertainment motives	5-7	8 – 12	13 -17	18- 20
Gain information motive	6 -9	10-15	16-21	22-24
Social integration motive	8-12	13-20	21-28	29-32
Sexual behavior motive	3-4	5-6	7-9	10-12

Tool (III) - Social networking addiction Scale was developed by Rabie, (2003) to measure potential social website communication addiction. It consists of twenty items. "The score response was in the form of six points Likert scale { Does not apply (0), Rarely(1), Occasionally (2), Frequently (3), Often(4), Always (5)}".

Scoring system for social networking addiction Scale

A score ranged from (20-49) points refers to an average online user.

A score ranged from (50-79) points refers to potential social websites addiction.

A score of (80-100) points means social websites addiction.

Method:

The validity of the tool: the tool was examined for content validity by five experts in the field of psychiatric nursing, psychiatric medicine, community nursing, psychologist to ascertain relevance and completeness.The instrument proved to be valid. Following the judgment of the five experts, some points were omitted to shorten the scale and to avoid repeated points and other points are clarified. **Reliability of the tool:** Cronbach's alpha test was used to measure the internal consistency reliability of the tool two which it (r.=0.93) while internal consistency for each domain of (tool) two as escape stress was (.82), fun and entertainment (.78), social integration (.85), and control (.79), personal   integration (.77), a lack of assertiveness (.86), sex behavior (.81), self-esteem (.83) and gain information (.86). Also, the reliability of the (tool) three was reliable at .77.

Data Collection Procedure:

Approval was obtained from the dean of the faculty of nursing, Menoufia University once explaining the purpose of the study. The instruments employed in this study were administered by the researcher. "The students were informed about the purpose of the study and encouraged and provides full informed verbal consent to participate and they were informed about the confidentiality of their knowledge, the study was voluntary, harmless, and anonymous they have the full right to refuse to participate in the study at any time and they informed that the information would be used only for research project". After the instruments were designed before beginning the information collection a pilot study was distributed to (20 students) to check the applicability, feasibility, and clarity of the tools and to estimate the needed time to fill the tools. The required modifications of tools points were done after getting the result of the pilot study, therefore the pilot students were excluded from the study.

The current study was carried out in three phases, namely preparatory, implementation, and evaluation phases.

1. The preparatory phase:-

An extensive literature related to the study area was done, including the electronic dissertation, available books, articles, doctoral dissertation, research and peer interaction, and idea from external sources and periodicals. A review of the literature to formulate a knowledge base relevant to the study area was also done.

The researcher plan articulates for describing the aim of the study to the participants, the actual collection of data and recording information. A guide booklet was prepared by the research, reviewed by a jury.

2. The implementation phase:-

The researcher applied the implementation phase, according to the following steps:

The first step: All subjects who were supposed to be meeting the inclusion criteria were included in the study, then divided into four groups ranged from (35to36) students and informed that every group was attended (12) nursing intervention session within two days\week. The researcher introduced herself to them and provides a verbal explanation of the study and answered all related questions, then they were interviewed to complete the socio- demographic data and given pre- test questionnaires.

The second step: the researcher started to give the nursing intervention health education sessions. Twelve sessions were applied two days per week and each session took about 60- 90 minutes, according to the needs of participants that were derived from pre- test and used guide booklet to facilitate explanation and to be a reference for them. "This psychiatric

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intervention has a general objective and divided into session each session has a set of specific objectives.This was achieved through several teaching methods such: brainstorming, lecture, Demonstration& re-demonstration, real life situations & role play and video, booklet were used as media". At the end of each session summary, feedback, further clarifications were done for vague items and a homework assignment for the next session.

The objective of the psychiatric nursing intervention program:

Students who attend the psychiatric nursing intervention will have lower scores of social networking addiction scale post-intervention than before.

The content of psychiatric nursing intervention:

Session one: orient the participants with the program and encourage them to actively participate in the program

Session two: re- organize and direct the students′ negative cognitive construction about the internet and social networking sites to positive cognitive construction about the internet and social networking sites and their use through: Identify the concept of social networking sites, Identify the positive aspects of social networking sites, Identify the negative aspects of social networking sites

Session three: Modify students cognitive constructing associated   with using the internet and social networking sites through: Identify   the meaning of social networking sites addiction, Identify the symptoms of   social networking sites addiction, Identify the causes of social networking sites addiction, Recognize the harms of social networking sites addiction, Guide students towards the optimal benefit of the internet

Session four: Identify the motives of the use of the internet and social networking sites, which describes a method of use, Provide students with guidelines and useful instructions that help them to rationalize the use of social networking sites.

Session five: time management, explains to students how to organize time, especially for the use of the internet and social websites

Session six: practice self-instructions technique when dealing with the internet and social networking sites (before, during, after)

The rest of the sessions include: relaxation training, practice communication skills and eye to eye contact, assertiveness skills training

Evaluation phase:

At the end of psychiatric nursing intervention, an evaluation was done using interview questionnaire, internet use motives scale, and social networking addiction scale to evaluate the effect of psychiatric nursing intervention in students score of social websites communication addiction scale

Data collection for the study was carried out in the period September 2016 to the period of December 2016.

Statistical analysis:-

The collected data were organized, tabulated and statistically analyzed using SPSS software version 20. Data of this study were of both quantitative and qualitative types. Quantitative data were expressed in Mean ($\overline{x}$), and Standard Deviation (SD), while qualitative data were expressed in frequency (number), and percent (%). The differences between two mean values before and after intervention were used using paired t-test. For a categorical variable, the number and percentage were calculated and differences between observations before and after intervention were tested by Fisher exact test. The Level of significance was set as highly significant level as p-value < 0.001 and the significant level as p-value <0.05 while the p- value of >0.05 indicated non-significant.

4. RESULTS

Table (1): shows the distribution of socio-demographic data of the studied students: it reveals that the mean age of the studied students is (18.49± 0.50) years old. The majority of studies students (77.1%) is females and more than three -quarters of the studied students (77.1%) are from the faculty of art.

Figure (1): indicates the effect of the psychiatric nursing intervention on daily use of social websites among studied students (post-psychiatric nursing intervention).This figure illustrates that all studied students (100%) use social websites for 3-5 h pre- psychiatric nursing intervention reduced to 32.8% post -psychiatric nursing intervention.

Table (2): represents the effect of the psychiatric nursing intervention on the mean score of motives for social websites use among the studied students (post-psychiatric nursing intervention).This table indicates that ,there is a reduction in the mean score of the   motives for social websites use post-intervention than pre-intervention regarding a lack of assertiveness, escape from stress, control, ostentation and self-esteem , fun and entertainment, social integration , total score and sexual behavior   as a motive for social websites use with statistical significant difference at (p-value < 0.001) and p-value < 0.05 respectively while there is increase of the mean score of personal integration and getting information motive post-intervention than pre-intervention with a highly statistically significant difference at (p-value < 0.001).

Figure (2) clarifies the effect of the psychiatric nursing intervention on the total motives for social websites use among studied students (post-psychiatric intervention).This figure represented that there is a reduction in the level of the total motives for social websites use post- intervention than pre- intervention with a highly statistically significant difference at **p-value <**0.001**

Figure (3) reveals the effect of the psychiatric nursing intervention on potential social websites communication addiction among studied students (post-psychiatric intervention). This figure reflects that there is a highly statistically significant reduction in the potential social websites communication addiction from (100% to 22.85%) post-psychiatric intervention than pre-psychiatric intervention with a highly statistically significant difference at p -value <0.001**

Table (1) Distribution of socio-demographic data of the studied students

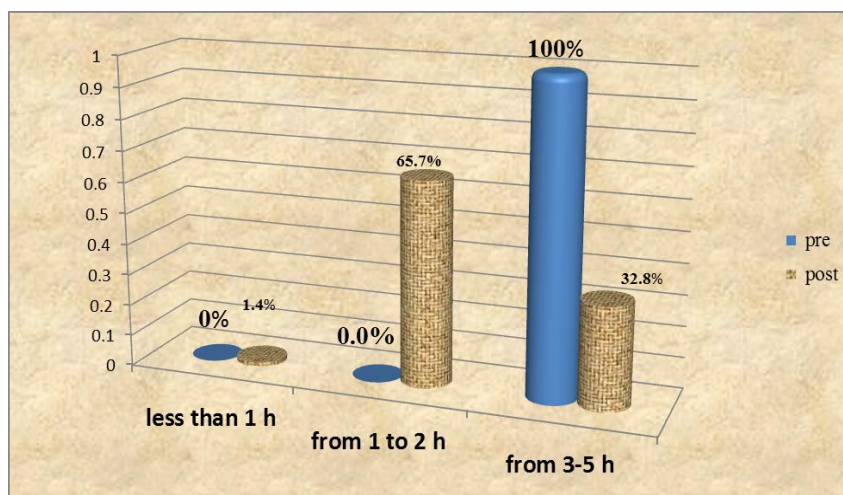| Socio-Demographic characteristics	No. students (n=140)	Percent %
Age(years):		
18 years	71	50.4
19 years	69	48.9
Total	140	100 .0
Mean ± SD	18.49± 0.50	
Gender		
Male	32	22.9
Female	108	77.1
Faculty type		
Nursing	32	22.9
Art	108	77.1

Figure (1): Effect of the psychiatric nursing intervention on daily use of social websites among studied students (post-psychiatric nursing intervention).

Table (2): Effect of the psychiatric nursing intervention on the mean score of the motives for social websites use among the studied students (post-psychiatric nursing intervention)

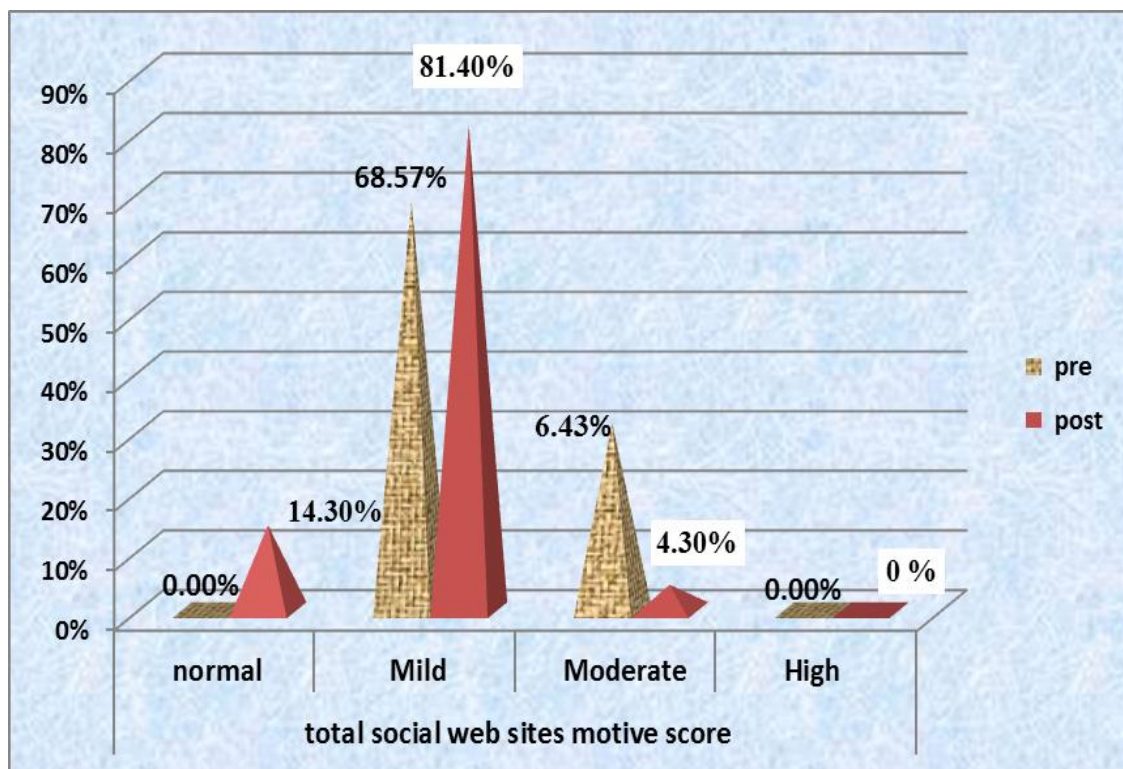| Social web sites motives	Pre-intervention (n=140)	Post- intervention (n=140)	Paired t-test	P-value
	Mean ± SD	Mean ± SD		
Lack of assertiveness	41.4071±7.00	30.5857±7.08	16.072	<0.001**
Escape from stress	18.3929± 3.02	12.3143±3.01	19.843	<0.001**
Control	11.9714 ± 3.34	10.3786 ± 2.90	9.546	<0.001**
Personal integration	13.6357±4.22	14.7357 ±3.70	-2.893-	<0.001**
Ostentation and self-esteem	10.9357±3.36	9.3643 ±2.80	7.950	<0.001**
Fun and entertainment	12.2286 ±3.33	10.8500 ±2.85	8.394	<0.001**
Getting information	14.2000±5.13	17.9071 ±3.78	-8.798-	<0.001**
Social integration	22.4714±4.24	16.2786±3.48	19.053	<0.001**
Sexual motive	3.5500 ±1.43	3.3357±.94	2.856	<0.005**
Total score of social web sites motives	148.2071±13.44	125.6714±20.78	14.952	<0.001**

Figure (2): shows the effect of the psychiatric nursing intervention on total motives for social web sites use among studied students (post-psychiatric nursing intervention)

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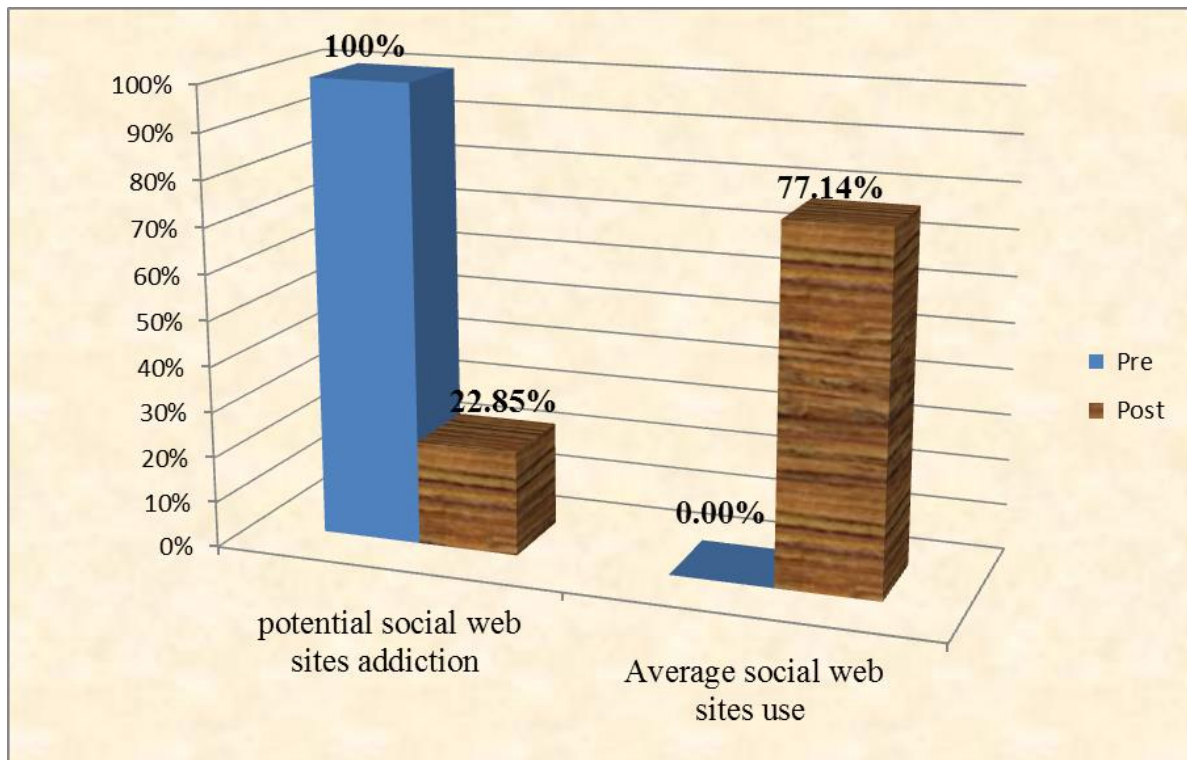Vol. 4, Issue 1, pp: (282-295), Month: January - April 2017, Available at: **www.noveltyjournals.com**

Figure (3):Effect of the psychiatric nursing intervention on potential social websites communication addiction among studied students (post-psychiatric nursing intervention).

5. DISCUSSION

Nowadays, social websites are not solely influenced people's behavior and mentality, however, additionally has to change the ways of people's life and communication."Social websites expand people's horizons; on the other hand, it makes some people dependent on it, which create negative effects on the society and mental health" (Kumar and Rohilla, 2015). "Unfortunately, young adults are the most active social websites users, have a predominantly high risk for developing psychological health issues". So at the early stage, the healthy promotion of the use of the social websites and the prevention of social networking addiction are important in safeguarding the mental wellness of people (Tsang, 2014).

The results of the current study revealed that the mean age of the studied students was (18.49± 0.50) years old. This could be due to the "students at this age are more susceptible to use social websites excessively due to the development a sense of identity so, they have a tendency to be absolutely separate from his or her family and move toward independence and development of important, intimate relationships with romantic partners". Another potential reason the university students have free and unlimited access to the website without parental supervision, that enabling them to use it without restriction.The present result was consistent with "Hormes, Kearns, and AlixTimko, (2014) who found that the mean age of the studied sample was (19.68 ±2.85)".This finding was also congruent with So-kum and Yee WoenKoh,(2016) "who reported that the mean age of their studied sample was (21.46 ± 1.80) years old". On the opposite hand, this result was inconsistent with Pontes, Szabo, and Griffiths, (2015) who mentioned that the "mean age of the studied sample was (30 ± 10.84)".

The current study reflected that more than three-quarters of the studied students were females. "This could be due the social web sites community seems to more attractive to females students which it produces a feeling of belonging and opportunities to participate their feelings privately". Another reason the number of first-year female students in both faculties was higher than first-year male students.This result was consistent with, Porter, Mitchell, Grace, Shinosky, Gordon (2012) who demonstrated that "three-quarters of the studied samples were females". This result also in the same line with Samarein, et al., (2013) who stated that "three-quarters of the studied sample was female". Moreover, the result

of the current study supported by the study of Cana, and Kaya, (2016) who indicated that near to two-thirds of the study sample were female. On the other hand, this result was contradicted with Bicen (2015) "who reflected that more than two-thirds of the studied students were male".

"As regards to the mean score of escape from stress as a motive for social websites use post implementation intervention". The present result reflected that there was a highly statistically significant reduction of escape from stress mean score as a motive for social websites users post implementation intervention than pre-implementation intervention. This might be due to the positive impact of the psychiatric nursing intervention and use of alternative healthy coping strategies with daily life stress instead of usage social websites and application relaxation technique, problem-solving and a homework assignment that was given to the students. "In addition to group discussion which was given during sessions that provide the students with a chance to ventilate and normalize their feeling".

This result was congruent with Aeran (2009) who displayed that "the internet addiction prevention program was effective to reduce stress and Internet addiction level in experimental group internet addiction tendency post- prevention program than the pre-prevention program. Also, this result comes in accordance with a study done by Joo and Park (2010) who recognized that the empowerment education internet addiction prevention program has improved experimental group mean score of escape from stress motive level significantly once terminate education program

"The present result represented that there was a highly statistically significant reduction of fun and entertainment as a motive for social websites use among studied students post- implementation intervention than pre-implementation intervention". This could be due to the students are purposeful and active in using their social media as select a certain type of media and content to gratify certain forms of motivation which choosing fun and entertainment activity in order to escape from stress or reduce the feeling of stress. This view of perspective consistent with Papacharissi and Mendelson (2011) who concluded that "highly a statistically significant positive correlation between entertainment motive and escape from stress motive". They mentioned that entertainment internet activity has mediated role between dealing with stress and Facebook addiction.

"The present study showed that there was a highly statistically significant reduction on a lack of assertiveness as a social websites motives among studied students post intervention implementation than pre-intervention implementation". "This may be due to the positive effect of the psychiatric nursing intervention which helps the students to understand the concept of assertive behavior and able to differentiate it from aggressive and passive behavior or as a result of the effect of role play and positive verbal reward, which encourage assertive performance". "This helped students acquire a positive self-concept and having an effective method of self-expression rather than of usage social websites to look for positive self-concept or self-expression".

"As regards to the mean score of self-esteem as a motive for social websites post implementation intervention, there was a highly statistically significant reduction on self-esteem as a social websites motives among studied students post implementation intervention than pre-implementation intervention". "This could flow from improvement in the lack of assertiveness where assertiveness is an essential component of self-esteem if assertiveness increase self-esteem increase". "This point of view supported by Tavakoli, Setoodeh, Dashtbozorgi, Sani, Pakseresht (2014) who described that assertiveness causes a rise in self-confidence, control, and social relations". Additionally, Abed, El-Amrosy, Atia (2015) who added that "self-esteem of psychiatric nurses was significantly improved after the assertiveness training program". Also, Kirst (2011) who found that a high level of assertiveness positively and significantly correlated with a high level of self-esteem allow a person to boost their level of self-esteem.

As regards to the mean score of control as a motive for social websites use post-intervention implementation, there was a highly statistically significant decrease in control as the motive of a social website's usage among studied students post implementation intervention than pre-implementation intervention. This might be due to the positive effect of a psychiatric nursing intervention in improvement in the lack of assertiveness, therefore, the students learn to say no lead to less responsibility that controls them so do not prefer for social websites to feel freedom from any authorities person or responsibility that control them. These point of view was consistent with Williams and Stout,(2012) who indicated that

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"self-assertiveness correlate absolutely and significantly with interpersonal control as highly assertive people were found to be more controlled over their life than were people low in assertiveness".

"The current result reflected the mean score of social integration as a motive for social websites use was a highly statistically significant decrease post-intervention than pre-intervention". "This might be due to the great effect of social skill training session and engaging the students in a role-play of the similar situation, providing positive, corrective feedback and verbal reward for good performance". In addition to assigning homework and group discussion that help them do these skills again, lead to increase students capacity for social interaction and expression of opinions with lower anxiety or less self-rated distress and concern felt by the various real social situation.

The result of the current study was congruent with Orbelova (2012) who illustrated that decreased use of the internet for social interaction as a studied subject have good communication skills and self-esteem post -internet prevention intervention than pre-internet addiction prevention intervention. In addition, "this result in agreement with Busio and Lee (2015) who reflected that internet addiction prevention program improve adolescents psychosocial competencies".

As regards to the mean score of sexual behavior as a motive of social websites usage post-intervention program, the current result indicated that there was a significant reduction of the mean score of sexual behavior as a motive for social websites use post-intervention than pre-intervention. This may be due to the positive effect of the psychiatric intervention that helps the students to understand the negative impact of using social websites sexual behavior on their psychological status as anxiety, feeling guilt and depression and chest tightness, weaken the sexual, masturbation and deprivation from real sexual pleasure.The current result in the same line with Rifai, (2011) who declared in their results that the mean score of sexual behavior as internet use motive was a highly statistically significant decrease post -counseling program than pre-counseling program among the studied sample.

"As regards to the mean score of gaining information and personal integration as a motive of social websites use post-implementation intervention, there was a highly statistically significant improvement in the mean score of gaining information and personal integration as a motive for social websites use post-   intervention   implementation   than   pre-intervention implementation". This can be explained in that the great impact of the psychiatric nursing intervention on increasing students awareness and knowledge about the negative hazard of social websites addiction make students more conscious of its consequences and more willing to find strategies to prevent it.

The current result supported by korkmaz and kiran-esen (2012) who revealed that "the peer internet preventing program was beneficial for the students, which their internet use was influenced in a positive manner (gain information) in comparison to the members of the control group". The result of the current study was also agreed with Fong, Lo and Ng (2016) who clarified that "increase optimal use of the internet with the main purpose of Personal Knowledge Management and gain information and mitigating the risks associated with over-reliance and inadequate uses of internet post-intervention than pre-intervention".

Regarding the total mean score of social websites motives, the current study represented that a higher reduction in the mean score of total motives for social websites users post- implementation intervention. "This might be due to the psychiatric nursing intervention has a positive impact on students which helps them to explore effective techniques for satisfying specific needs that motivated them to use social websites". This result in harmony with Rifai (2011) whose counseling program focuses on many skills as identify psychosocial motive of internet use, time management, assertive skill, relaxation technique. He explored in his result that, the total mean score of internet use motives as an escape from stress, fun, and entertainment, need of assertiveness, self-esteem, social integration and sexual behavior statistically reduce post counseling program than the pre-counseling program.

Regarding the daily use of social websites, the current result indicated that all of the studied students use social websites for three to five hours per day pre-intervention implementation reduced to one third post intervention implementation. This result was consistent with Kim and Park (2011) who pointed out that "the counseling integration program prompting daily internet use behavior which all of the counseling group use internet for three to five hours per day pre-integration program reduced to more than one third post-intervention".This result corresponded to the previous studied by Mun and Lee (2015) who "their preventing program consists of four parts as self-observation, relaxation technique, assertive

training and understanding the good and bad use of the internet". They illustrated that the number of internet daily hours (three to five hours) used by the studied students reduced to less to quarter post prevented program with more than quarter of them use the internet less than one hour / daily and more than half of them use it from one to two hours daily.

The current result showed that there was a higher reduction in potential social websites communication addiction post-intervention than pre-intervention. This means that lower in social networking addiction scores after implementation of the intervention than before. This can be explained in that full commitment and participants' desire to share in the program to improve their social websites behavior, showing their interest within session activities and participation in training program sessions.In addition, training specific skills to students as learn students with healthy coping skills as relaxation techniques which let the student to re-demonstrate after doing it, learn student to express their negative, positive emotion in the real world instead of the internet which the students were instructed to behave assertively in role-playing situations. "Help students to improve their communication which decreases the feeling of anxiety during social interaction". Training skills in these areas help students weather the stresses and strains of daily life without resorting to compulsive social websites use.

This view of perspective supported by Abd el moskud,(2007) who stated that, the Internet addiction negatively affects the people psychologically and socially, and that the treatment is to follow a set of self-instructions that help them to improve the use of the Internet, and protect it from falling into addiction.The result of the current study was congruent with Walther, Hanewinkel, and Morgenstern (2014) who indicated that " a highly statistically significant reduction in internet use among study adolescence post-literacy intervention than pre-literacy intervention". This result also consistent with Turel, Mouttapa, and Donato, (2015) who explored that "a highly statistically significant improvement in video-based intervention group problematic Internet use behavior as a reduction in internet addiction test post intervention than pre-intervention".

In the same line, this result was in harmony with Mun and Lee (2015) who reflected that "the average score of internet addiction self-diagnosis and the internet use time in the intervention group were a highly statistically reduced post-prevention program than pre- prevention program significantly". Additionally, this result corresponded to the previous results by Ruggieri, et al., (2016) who reported that "a considerable reduction of the internet addiction test scores after intervention". Moreover, this result was agreed with Çelik (2016) who yield in their result that "the average score of internet addiction test among internet addiction tendencies students was statistically reduced post educational intervention than pre educational intervention significantly". This means that educational intervention program has a positive effect in improving student internet use behavior among participating internet addiction tendencies students. Also, this result was supported by Berdibayeva et al., (2016) who mentioned that "the older adolescents internet addiction score statistically decrease post psychological prevention program significantly".

While the current study was contradicted with deLeeuw, de Bruijn, Weert-van Oene and Schrijvers (2010) who illustrated that "the time spent on the internet (hours/day) and the number of pathological Internet users increased during the study". The differences in current study might be related to the studied students were motivated and initiated to increase their awareness about the importance of intervention and focus on motives for excessive use of social websites while the previous author (2010) stated that "the school children did not indicate that the intervention influenced their intention to change the internet and game use behavior and their program are education not focus on motives of internet use".

6. CONCLUSION

The current study revealed that psychiatric nursing intervention has a great effect in reducing the daily hours of social websites use and preventing social websites communication addiction among studied students

7. RECOMMENDATION

-Provide cognitive behavior program on reducing social websites addiction among elementary and secondary school students

Further psychological research should be focused on the relationship between social websites addiction, personality trait, parenting style and suicidal ideation

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