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Family challenges in addressing the phenomenon of video game addiction and coping strategies

Dr. Bekouaci Fatih¹

¹University of Blida 2, Algeria, Email: bekouacifatiha@gmail.com

Prof. Aissaoui Nabil²

²University of Blida 2, Algeria, Email: s.abila@yahoo.fr

Prof. Boudjema Nekbil³

³University of Mohamed boudiaf, Algeria, nekbil.boudjema@univ-msila.dz

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Abstract:

With technological advancements and the digital invasion of Algerian families, video games have become an integral part of the daily lives of children and adolescents. They are no longer limited to being a means of entertainment, but have transformed into a digital phenomenon with profound psychological, educational, and social dimensions. While they offer some positive benefits related to developing visual intelligence and the ability to concentrate, excessive use of them leads to addiction, which imposes a number of challenges on families, the most prominent of which is weak socialization, which hinders the fulfillment of their educational and social roles.

To address these challenges, several family strategies have emerged. These strategies range from a preventative dimension based on strengthening family oversight of device use, raising awareness of the dangers of addiction, and regulating playtime to achieve a balance between entertainment and study. A therapeutic dimension, based on purposeful family dialogue and enhanced communication, is also provided, along with psychological support to help children adapt and integrate socially.

Based on this, this study aimed to focus on the most important family challenges in confronting video game addiction and strategies for combating this phenomenon, considering that addressing it is no longer an

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individual responsibility of the child alone, but rather a shared family and societal responsibility. Accordingly, we begin our study by highlighting the most important family factors contributing to addiction, such as poor socialization and supervision, lack of communication, and family disputes. We then address the strategies used within families to confront this phenomenon, highlighting the importance of family dialogue in reducing its severity.

Keywords: Challenges, family, addiction, video games, coping strategies.

Introduction:

The recent years have witnessed a wide spread of electronic games inside Algerian homes, until it became a basic part from the daily life of children and adolescents, rather it exceeded the limits of entertainment and amusement to transform into a complex digital phenomenon having psychological and educational and social dimensions multiple, as the digital revolution has produced and what accompanied it from ease of access to the internet and smart phones a new reality imposed on the Algerian family unprecedented challenges in the field of social upbringing and family education, for electronic games no longer just a means to satisfy the need for entertainment, but it has become a virtual world that attracts individuals, and affects their behavior and values and family and social relations.

And in the shadow of this accelerated digital transformation the phenomenon of addiction to electronic games has become one of the most prominent educational and psychological problems that threaten the family balance, as it contributes to weakening communication inside the family, and declining the educational role of parents, and disintegration of emotional and social bonds. Many Algerian families have started suffering from difficulty in controlling the children's behavior and organizing their times, in the shadow of absence of sufficient supervision or weakness of awareness of the risks of excessive immersion in this pattern of entertainment, which leads to negative reflections that have an impact on the psychological and social and cognitive growth of the children, and in front of these challenges, the need has become urgent to rely on effective family strategies that combine between prevention and treatment based on one side developing digital awareness and rationalizing the use of technology, and on the other side establishing values of family dialogue and positive communication and psychological support.

And lies the importance of studying the research topic in the intertwined scientific and educational and social and psychological dimensions, and also contributes to enriching scientific knowledge about a modern digital phenomenon that touches the family structure and psychological for children and adolescents, and helps in revealing the causative factors for it inside the Algerian family, as it highlights its educational importance in raising awareness of parents about the risks of excess in using electronic games, and suggesting guidance methods that balance between entertainment and proper use of technology, and from the social side it enables the importance of such studies in understanding the reflections of addiction on family relations and supporting communication between its members, in addition to its contribution in setting preventive and therapeutic strategies effective, and thus these researches form a scientific and field reference that contributes in formulating awareness and educational programs that enhance responsible digital awareness among the youth, and based on these data we pose the following question:

What are the difficulties that the family faces in limiting the phenomenon of addiction to electronic games?
What are the most important challenges that the family faces in order to monitor children when accessing electronic games sites?

And accordingly this study aims to reveal the most prominent difficulties and challenges that the Algerian family faces in limiting the phenomenon of addiction to electronic games, through analyzing the educational and social and psychological factors that contribute to its exacerbation inside the family environment, as it seeks to identify the extent of the family's ability to practice effective supervision on children's use of electronic games in the shadow of rapid digital development, and monitoring the impact of this phenomenon on family relations and functions of social upbringing. And also the study focuses on highlighting the technical and educational challenges that prevent controlling the digital behavior of the children, alongside suggesting family preventive and therapeutic strategies that contribute in rationalizing

the use of technological media, and contributing in building educational and family digital awareness that enhances safe and balanced use of electronic games, and restores to the family its central role in guidance and upbringing the children in the shadow of contemporary digital transformations, and based on this approach was followed the descriptive analytical method which enables us to examine and analyze the phenomenon of children's addiction to electronic games

First: Conceptual Entry

1- Concept of Challenges: is defined as: the group of changes that the research individuals expect to happen in the future, and which the educational leaderships in the Kingdom of Saudi Arabia face as a result of global and local transformations affecting the Saudi educational institutions according to the fields specified in the research, and requires confronting them a number of strategies as seen by the study individuals, and some went to that it: "every change or transformation - quantitative or qualitative-, imposes a specific requirement or requirements, exceeds the possibilities of the society in it, so that it must confront them and take the measures capable of achieving them (Salem, 1998, p.177).

1-1 Concept of Family: "Ouhburn and Nimkof" see that the family is a social bond consisting of husband and wife and children or without children or husband alone with children or wife alone with her children and may expand to include grandparents and grandchildren and some relatives provided they share in a living together with the wife or husband and children and is classified into two types nuclear and extended (Zaidan, 1980, p.95), and there is who defines the family also as that it consists of husband and wife and young children as it includes the married ones among them their young ones and usually reside in one house or adjacent houses (Badawi, 1993, p.137).

1-2 Concept of Family Challenges: family challenges are considered among the most prominent obstacles that the family faces in the shadow of contemporary digital and social transformations, as it faces difficulties in performing its educational and social role as a result of weakness in social upbringing, and absence of purposeful recreational alternatives. As these challenges intensify with the psychological and social difficulties associated with difficulty in controlling behavior, societal pressures, and peer influence, which puts the family in direct confrontation with the phenomenon of addiction to electronic games (Al-Zu'bi, 2021, p. 134).

2 - Concept of Addiction: some researchers see that the addiction process differs from the habituation process in that the habituation process is a psychological mood or mental state arises through voluntary conscious desire to use the substance or habituate to it and discontinuation from the habituation stage does not lead to withdrawal symptoms of the substance that the addict is exposed to, added to that the individual's state in the habituation state does not increase the dose for years until this stage of habituation develops to the addiction stage (Al-Zarad, 2009, pp 16-17), and addiction is defined as a state of psychological and physical dependence**, characterized by loss of ability to control behavior or use a certain substance, despite the individual's awareness of the psychological and social and health damages it causes. And it manifests in compulsive desire to continue, with appearance of withdrawal symptoms upon stopping, which makes it one of the most dangerous behavioral and psychological disorders in the modern era (World Health Organization, 2004, p. 22), as addiction is defined as a disorder by compulsive pursuit of drugs and their use can affect social and public health policy strategies of the society and helps in reducing health and social costs associated with drug use and addiction. (Leshner, A I. 1997,pp 45-47)

3- Concept of Electronic Games: is a type of games displayed on the computer screen (computer games) or on the TV screen (video games), and which provides the individual through program development with abilities that determine mental possibilities, and this is done through using the hand with the eye (visual/motor synergy) or electronic (Al-Shahrouri, 2008, p. 31).

And is defined as activities that players engage in a fabricated conflict governed by rules standardized in digital form, and run on TV and computer device and video and mobile phones and handheld portable devices, and a game is called electronic game through its availability on these media, and defined as "a type of modern games most popular in the world, displayed on TV screens (video games) or on computer screen

(computer games), and may also be played on their special control carriers or in game halls dedicated to them, where it provides the individual with pleasure through challenge of using hand with eye (visual/motor synergy) or the electronic challenge dedicated to mental possibilities, and this is through developing electronic programs" (Qweider, 2016, p. 116).

Also electronic games are defined as interactive digital activities practiced via computer, or game devices, or smart phones, and based on interaction between player and machine according to specific rules, and provides a stimulating virtual environment that combines entertainment and development of some mental and visual skills (Ismail, 2019, p. 42).

4- Concept of Coping Strategies: "Lazarus and Folkman" formulated a comprehensive definition of coping strategies as: the constantly changing behavioral and cognitive efforts, that the individual takes in managing the demands of internal and external situations, which are appraised by the individual as exhausting and strenuous and exceed the person's resources and potentials (235, 1993 Lazarus & Folkman.)

And defined as a group of activities or dynamic strategies - behavioral or cognitive, through which the individual seeks to confront the stressful situation or solve the problem or reduce the emotional stress resulting from it (Lutfi Abdul Basit, 1994, p 105), coping strategies are defined as constantly changing cognitive and behavioral efforts, that the individual expends in attempt to manage internal or external demands that are evaluated as exhausting or exceed his resources and potentials, and it does not necessarily aim to remove the problem completely, but to psychological and social adaptation to it and limit its negative effects (Carver, Scheier, & Weintraub, 1989, p267), and the researcher "Mony Tokel" refers to that coping strategies: is a means of modification or elimination of the situation that increases the intensity of the problem causing stresses and a means of control over the emotional outcomes of the problem within limits of successful response to solution((Mony Tokel, 2002, p 36).

Second: Challenges of the Family in Confronting Addiction to Electronic Games

Electronic games have become in recent years a part of daily life for children and adolescents, and this imposed on the family a doubled responsibility in monitoring this use and limiting its risks. As families face educational challenges related to weakness in social upbringing and absence of purposeful recreational alternatives that can balance between education and play. As social challenges emerge resulting from peer influence and societal environment pressures, which makes it difficult for the family to control children's behavior or direct them towards more beneficial activities. In addition to that, the family suffers from psychological challenges manifested in difficulty dealing with anxiety and tension and negative emotions caused by addiction to these games, which reflects on family relations and affects communication inside the family.

1- Social Challenges: Electronic games may expose the child to disruption in social relations; and the reason for that is that the child who habituates the fast pattern in electronic games may face great difficulty in habituating to normal daily life where the speed degree is much less, which exposes the child to pattern of loneliness and psychological emptiness whether in school or at home, therefore it makes a non-social child as the child who spends long hours in practicing electronic games, without communication with others, makes him a child non social withdrawn on himself unlike popular games that are characterized by communication, as the child's extravagance in dealing with symbol worlds can isolate him from dealing with the real world so he lacks social skill in establishing friendships and dealing with others and the child becomes shy does not master speaking and expressing himself and this is among the most prominent social challenges for the family.

As these games, with what they carry of negative morals and ideas, may lead to more family separation and weakness of human bonding with others, in addition to the child's attachment to Western values and morals that separate him from his society and authenticity. And the child becomes in many times does not think of anything but satisfying his egoism through this game, which arouses problems between siblings about who plays first or who has the right of control over the game. And this unlike collective popular games that invite the child to share his friends playing in direct social atmospheres (Rami, Ayman, Majda, 2014, p 272).

1-1- Societal Pressures: The contemporary family faces increasing societal pressures that hinder its ability to control children's use of electronic games, as peer influence on children and adolescents imposes a kind of pressure to engage in digital practices so as not to feel isolated or socially marginalized, as the culture of digital consumption and spread of smart devices contributes in creating social expectations that make it difficult for the family to limit this phenomenon, especially in the shadow of advertising and promotions that promote games as a means for fun and success, and added to that is weakness of recreational and cultural alternatives in some environments, which pushes children to seek entertainment in virtual worlds, and this puts the family before doubled challenges, and alongside these factors there are changing social standards that have started viewing electronic games as a natural part of daily life, makes families that try to control this behavior face accusations of strictness or backwardness, the matter which increases the intensity of social pressures imposed on it (Al-Tannahi, 2019, p 268), and we can mention the most important of these pressures as follows:

Family problems: And these problems are confined to family pressures, and continuous criticism, and family problems that may push individuals to seek refuge in the world of games, and from here we can identify several causes for this type of addiction represented most importantly in:

- Social isolation and withdrawal and lack of good communication with parents or surroundings, the matter which makes some people feel lonely, which pushes them to seek communication in electronic games instead of real social activities, especially if their relationships are deteriorated.
- Feeling of false happiness and excessive euphoria as a result of practicing games and the continuous desire to feel that.
- Desire to escape from reality due to lack of social acceptance for the addicted person.

Societal factors: And represented in

- Weakness of alternative social activities that may contribute to lack of creating opportunities for participation in stimulating social or sports activities in the surrounding environment and preference of electronic games as a means for entertainment and interaction.
- Limited social support where lack in guidance and counseling programs and psychological support in communities reduces individuals' ability to deal with pressures, which increases their reliance on escapes like games.
- Increasing spread of electronic games and their diversity the matter which makes their commonality and ease of access by everyone, including children and adolescents, more attractive and reduces perception of their danger.

And we can also say that electronic games companies have become belong to a global industry estimated at billions of dollars, and designed specifically to cause a kind of addiction so that the more individuals who play those games the more investors' money increases without putting any ethical considerations, and simply when the individual starts living in a virtual reality through which he experiences a set of amusing experiences and adventures that provide him with very high rates of dopamine, and it is easy to engage in playing for long hours without feeling time, as they are basically social games that create for him an environment where he feels safe and complete control (Jostar, 03-11-2022, <https://kusnachtpractice.com>)

1-2- Peer Influence (Friends): Peers affect addiction to electronic games noticeably through several mechanisms; as social pressure plays a central role, where children feel desire to join peer groups, which pushes them to participate in games that their friends play to avoid feeling loneliness or rejection, as social pressure is considered among the most prominent factors that contribute to addiction to electronic games, as youth seek to join their peers' groups fearing feeling isolation or social rejection, the matter which pushes them to imitate their friends' behaviors in playing and intensive participation in it, this engagement based on need for acceptance does not represent mere entertainment, but may turn into compulsive behavior linked to individual's desire to maintain his status inside the group, which enhances probability of addiction (Nursalam et al, 2023, p 164).

As existence of negative companionship in their surroundings, especially if peers are addicted to games, makes them susceptible to repeating the same behavioral patterns and reinforcing them, and also existence of companionship represents a big challenge in spread of addiction to electronic games, as the adolescent seeks to imitate his peers' behavior even if harmful, and that driven by desire for belonging and social acceptance. And when these peers are excessive in using electronic games, they become negative role models that reinforce addictive behavior, which leads to spending long hours in front of screens at the expense of educational and social activities, and this weakens psychological balance and increases isolation and withdrawal (Al-Tannahi, 2019, p. 42).

And from another side, competition and comparison between players contribute in increasing engagement, where individuals seek to surpass certain levels or achieve superiority over their friends, and this leads to excess in playing. And the matter does not stop at this limit, but some youth prefer encouraging isolation by spending their time with peers in the virtual world instead of engaging in real social activities, which enhances social isolation and prefers games over real interactions, as this virtual environment may contribute in reinforcing negative behaviors like fraud and cheating during online playing, and these patterns may transfer to real life (Shu'lan, 2023, p105), and to confront these challenges, we can focus on some solutions most prominent of them: encouraging alternative activities like sports practices and social to limit playing time, and raising awareness of addiction risks on psychological and social health, in addition to setting precise time limits for electronic use and organizing playing times in a way that reduces chances of immersion and this is one of the challenges that the family faces in fighting the phenomenon of addiction to electronic games.

2- Psychological Pressures: Among the main factors that contribute to spread of addiction to electronic games the psychological pressures, as children and adolescents resort to these games as a means to escape from stress and anxiety and depression resulting from school requirements, family problems, or personal difficulties and social pressures, where these games allow temporary escape and feeling of comfort and control for the addicted individual, but at the same time it increases psychological dependence on games and reinforces addiction pattern in the long term and these pressures are represented in:

Depression and anxiety: Addiction to electronic games is considered a way to get rid of feelings of despair and depression and anxiety that the individual directs in his daily life, so both depression and anxiety represent fertile ground for spread of addiction to electronic games, where children and adolescents resort to these games as a means to escape from the psychological reality full of tensions and negative feelings, excessive practice gives them temporary feeling of comfort and control, but it soon turns into compulsive habit that increases exacerbation of psychological symptoms and enhances social isolation, and "Janad" pointed out that electronic games are alternative refuge for youth to get rid of their psychological and daily pressures, but this inclination may entrench addictive behaviors that conflict with sound mental health (Janad, 2021, p200).

Loss of self-esteem: The addict relies on successes in games to boost his morale, which leads to lowering his appreciation for himself in reality and neglecting purposeful activities in addition to:

- **Loss of dopamine sensitivity:** Repeated exposure to intense stimulation resulting from games weakens brain response to pleasure, over time players need longer sessions or more frequent to feel the same thrill this increasing tolerance reinforces excessive playing habits, so daily normal activities become unexciting or unrewarding by comparison.

- **Feeling of belonging:** Often electronic games enhance cohesive communities where players feel acceptance and self-appreciation for those who face social difficulties in real life, games become space for forming friendships and feeling connection, joining a team or guild enhances emotional attachment to games world, as social satisfaction encourages continuous participation, even if sometimes at expense of interactions in real world.

- **Games design and interactivity:** These various games designed to be highly immersive and hard to stop playing, game developers use reward systems - loot boxes and achievements and progression mechanisms

- to increase player retention, as mentioned in study conducted by "Kirali" and others year 2023 titled "Gaming Disorder: Summary of its characteristics and causes" often at-risk people find these elements highly satisfying and hard to resist, although they are not causing addiction by nature, but these design features increase risk of developing gaming disorder among at-risk players.

· Instant gratification: Often video games reward players with quick win or progress or praise, instant rewards stimulate pleasure centers in brain, which encourages repeating play, while real achievements often require more time and effort, making games more attractive option for satisfying desires and self-esteem, these patterns gradually shift focus away from long-term goals (Zayed, 07-09-2025, <https://diamondrehabthailand.com>).

Third: Strategies of the Family Confronting Addiction to Electronic Games:

The family directs to follow strategies to confront addiction to electronic games, and this be through enhancing supervision and open family dialogue to strengthen trust between parents and children, and setting clear laws and controls for daily use of electronic devices, with providing educational and recreational alternatives purposeful and healthy that satisfy children's needs in amusement and social interaction, as emotional containment and monitoring children's behaviors using these devices indirectly contributes in reducing intensity of immersion, alongside enhancing and developing digital awareness for the whole family to ensure balanced practices that protect children from slipping towards addiction.

1 - Preventive Strategies: The family must rely on preventive strategies to protect its children from danger of addiction to electronic games through:

1-1- Enhancing Family Supervision: The first procedure to protect children from negative effects of technology use consists in parents' realization of risks and disadvantages that owning some electronic games brings to their children, and that through examining their content and controlling way of presenting them, and before everything it is necessary to instill values and principles in souls and minds of children through teaching them and continuous monitoring as parents must pay attention to what their children watch from electronic programs, for it is certain that the child does not realize dangers of electronic games and their consequences, but responsibility falls on shoulders of adults and before everything on parents, because it is their duty to enhance supervision to protect them and instill in children love of reading and reading books of all kinds and practicing it and teaching hobbies at home and outside home and participating in organized sports activities, and therefore enhancing family supervision is important in managing and rationalizing children's free time so that it be specified and balanced, including allocating time designated for playing (Nimrod, 2008, p 75).

Family supervision represents one of the most important preventive methods in confronting children's addiction to electronic games, where parents determine playing times clearly, and follow type of games in accordance with child's age, alongside continuous dialogue with him about psychological and social risks associated with excess in using them, as providing recreational and educational alternatives, and practicing alternative activities like sports and hobbies, contributes in directing child's interests away from excessive immersion in these games, and role of supervision does not limit to control only, but extends to positive participation of parents in using technology and providing good example, and this enhances digital balance inside the family (Al-Sayyid, 2019, p 45), meaning that basis of the problem consists in that we do not have a clear and specified plan for how to occupy our children's free times, which burdens the family with the greatest load in avoiding harms of these electronic games, as it cannot determine for the child what he practices from these games and what he does not practice, and thus parents must choose what is appropriate for the child according to his age, and does not contain content that harms his religion and physical and psychological and social health, as there must be determining specific time for playing with considering priorities like after finishing school homework, and not during daily meals (Qweider, 2012, p 124).

1-2- Developing Digital Awareness: The family faces in the modern world era of globalization and information technology and information and communication revolution which placed it before a complex

state of dangerous and accelerated changes, and continuous stream of difficult challenges that lead to difficulties and challenges in performing education tasks and what is related to it from effective role in leadership and awareness and connecting with modern technology, and to overcome this situation to protect its children from danger of addiction to technology it required educating and developing digital awareness for them, and researchers "Barakat Wajdi, and Tawfiq Abdul Mun'im" put a group of bases that the family can be guided by to perform its role in dealing with hopes and risks of virtual worlds on their children and most important of them:

- Helping children to differentiate between real reality and fake fantasy, and realizing that difference and teaching them that world of games and films especially the violent ones of them does not represent real reality world.
- Accompanying children in their uses for computer, and internet, (electronic games), and directing them to what is necessary in their dealings with them to useful purposeful entertainment.
- Parents following their children's use for internet and raising their awareness to its danger when not using it in correct way, and placing the computer that provides this service in open places for the family and not behind closed doors for continuous monitoring of them.
- Determining specific time duration for children's use of internet, or electronic games and which should not exceed the hour daily as much as possible, and providing opportunity for children and urging them to practice physical games and known movement away from sitting in front of computer device.
- Family using programs specialized for protection from exposure to inappropriate materials or preventing entry to pornographic sites, or control commands for that available in internet browsing programs (gaming device).
- Discussing children continuously about what they watch, or play and providing them with information and knowledge that makes them deal positively with what they watch, or do in playing and entertainment through it and that to develop their awareness and educate them about danger of games and digital world (Barakat and Tawfiq, 2009, p 91).

2- Therapeutic Strategies: Therapeutic strategies represent the basic step to limit addiction to electronic games, as family's role no longer limited to monitoring and control education and developing awareness only, but became requires employing comprehensive therapeutic mechanisms based on constructive dialogue with the child, and providing necessary psychological support to help him overcome manifestations of excessive attachment to technology and games, as emerges in this context role of school with what it provides from supportive educational environment, in addition to contribution of community institutions in spreading awareness and providing specialized guidance programs, the matter which makes integration between these social parties basis for achieving effective results that limit spread of this phenomenon and that through the following:

2-1- Family Dialogue: Family dialogue is considered important factor in limiting children's addiction to electronic games, as it allows the family continuous communication with its social surrounding, and enhances opportunities for exchanging experiences and experiments with other families, which helps in adopting successful methods in directing children towards moderate use of technology, as positive relations between neighbors create supportive environment for collective activities outside screens scope, the matter which limits digital isolation and develops spirit of social interaction for the child (Al-Sharqawi, 2020, p 112).

As treatment needs support from family and surroundings, and positive dialogue with the person through discussing harm of addiction healthily and psychologically and socially, and that our mind and body are trust with us from God Almighty, and we must preserve them, otherwise we will be held accountable and sin, parents must understand that addiction needs support and assistance not scolding, and that the matter needs time and gradual change of life system to treat individual's addiction to these games, and perhaps needs intervention from psychologist, where strategy for treating addiction to electronic games based on family dialogue requires complex process needs integrated plan in which the addicted individual and his

family participate, where it starts by setting gradual program to reduce playing hours in organized way that allows adaptation without shock or rejection, and this path is enhanced through registering the person in sports activity, considering it effective means for releasing energy and improving psychological and physical health, alongside family going out in collective outings and practicing recreational activities during treatment period, which creates real alternatives to virtual world, as occupying children's free time with hobbies that the individual chooses himself contributes in enhancing his internal motivation for change, with importance of building social support network based on positive friend who supports him, and staying away from peers who encourage addiction, with enhancing dialogue and communication inside his family, and in same context, family can control providing internet in studied way, especially for games practiced via network, so that it be cut at specific times, and finally, seeking help from psychologist when needed remains essential necessity, because negligence in treating addiction may lead to exacerbating its negative effects and complicating its treatment path (Shihada, 1-5-2018, <https://www.aljazeera.net>)

2-2- Psychological Support: Providing psychological support through listening and understanding can have great impact in helping the addicted person to overcome his addiction, as psychological support provided from family side is one of basic axes in alleviating addiction to electronic games, and which is considered one of most important therapeutic strategies, where it works on helping individual to identify deep causes behind his excessive resort to playing, whether related to anxiety, or school pressures, or weakness in social adaptation, and through psychological counseling sessions, self-control skills are enhanced and positive behavioral alternatives are developed, which contributes in reducing reliance on games as means to escape from reality, as psychological support helps in strengthening child's or adolescent's confidence in himself, and improving his communication with his family and surroundings, and this creates balanced therapeutic environment that gradually reduces intensity of addiction (Abdul Hamid, 2021, p88), and among most prominent forms of psychological support used in treating addiction to electronic games is cognitive behavioral therapy (CBT) where it aims to modify wrong thoughts associated with excessive playing, and enhance realistic thinking strategies that help individual to control his behavior, and this type of therapy is based on training person to confront stimuli that push him to immerse in games, and providing him with practical skills for time management and dealing with daily pressures, and studies have proven its effectiveness in reducing psychological dependence on technology, and achieving noticeable improvement in social and emotional adaptation for adolescents and children alike (Al-Hashimi, 2020, p134).

2-3- Cooperation between different social institutions: Cooperation with social institutions forms important pillar in limiting addiction to electronic games, as these institutions contribute in providing awareness and guidance programs for family and child, and providing alternative spaces that enhance cultural and sports and social activities, as they work on organizing workshops and training courses to qualify educators and parents in how to deal with this phenomenon, and providing psychological and educational support when needed, and this cooperation is assisting factor for family and school together, because it creates integrated social protection network that ensures besieging addiction and reducing its negative reflections on youth behaviors (Jaber, 2018, p77).

Family cooperation with school is considered essential element to limit addiction to electronic games, due to what it provides from educational and teaching environment that can be invested in guidance and counseling, as it contributes through awareness classes and parallel activities in directing students towards balanced use of technology, as it works on early detection of addiction cases through teachers' observations and school psychological guidance and through cooperation with family and community institutions, school can build comprehensive support network that enhances positive behavior and limits digital isolation among adolescents (Al-Khatib, 2019, p56), in addition to mosque's efforts which plays central role in enhancing moral and social values that protect youth from risks of digital addiction, where it considers educational and guidance space that works on instilling principles of moderation and discipline in behavior, through Friday sermons and awareness lessons. As mosque contributes in organizing collective activities directed to youth, like camps and Quranic courses, that provide constructive alternatives to immersion in

virtual world, and through its coordination with family and school efforts, mosque becomes active social force in restoring balance to digital behavior among adolescents (Abdul Ghani, 2020, p101).

As media represents important role in raising awareness of children and helping family in carrying out precise and purposeful strategies to protect its children from danger of addiction to games, it is effective means for awareness of risks of addiction to electronic games, as through television and radio programs, and digital platforms, spreading guidance messages directed to both family and child, as media contributes in spotlighting successful experiences in treatment and prevention, and works on enhancing culture of safe use for technology, in addition to that media can encourage engagement in alternative activities through mass communication campaigns, which makes it preventive and awareness tool at once (Hussein, 2019, p 64).

And these strategies can be divided according to achieving the mentioned goals above into:

1 - Monitoring and Evaluation Strategy (to achieve preventive goal), through identifying games content referring games ratings (like ESRB or PEGI system) to know, its content from violence or inappropriate language, behavior monitoring: observing any changes in mood, sleep pattern, eating habits, or academic level.

2- Setting Boundaries and Controls Strategy (to achieve prevention and balance goals): setting family charter for use that everyone agrees on times and duration of playing (for example: not exceed two hours on school days, with flexibility in holidays), defining screen-free zones like: dining table and bedrooms, to enhance direct family interaction, using parental control tools: to adjust usage time and filter inappropriate content.

3 - Stimulating Alternatives Strategy (to achieve developmental goal), through providing attractive alternatives, encouraging sports practice, and creative hobbies (like drawing or music, and family activities (like trips and collective games), and supporting real social interaction encouraging child to form friendships and participate in social activities outside virtual world.

4- Communication and Education Strategy (to achieve educational goal), like calm and aware dialogue, and discussing risks of electronic addiction and positives of balanced use, without threat or intimidation, joint education, researching with children about harms of addiction, to make them partners in confrontation process not party in it.

5- Good Example Strategy (to achieve all goals) and that by parents commitment to usage rules that parents quit excessive use of their phones in front of children to be model to be followed.

6- Cooperation and Specialized Intervention Strategy (to achieve therapeutic goal), by cooperating with school to ensure that problem does not affect academic performance, and to benefit from awareness programs in it, and resorting to specialists when home strategies fail, must seek help from psychological specialists or behavioral addiction treatment centers.

Conclusion:

Addiction to electronic games represents one of the most prominent educational and social and psychological challenges that the contemporary family faces, as the issue no longer mere recreational means that children resort to, but became complex phenomenon with multiple dimensions affects child's and adolescent's personality and reflects negatively on family stability and cohesion, so confronting this phenomenon cannot be through isolated individual procedures, but requires comprehensive approach based on coordination between family and educational and social and media and religious institutions, in order to build balanced generation capable of positive interaction with technology, and thus we can say that success of family and community confrontation for this phenomenon is dependent on our ability to establish culture of rational digital awareness, that combines guidance and containment, and balances between digital age requirements and preserving authentic values, in a way that contributes in protecting youth and building cohesive society that possesses strong intellectual and psychological immunity in front of renewed challenges, and until family succeeds in confronting children's addiction to electronic games, we see this

challenge not measured by preventing these from games completely, but by achieving balance between digital world and social reality, because play is considered one of child's basic needs and important manifestation from child's behavior manifestations, as it is innate readiness with him and necessity from his life necessities, and child learns through play many things from surrounding environment and achieves communication with it, as he grows physically and mentally and linguistically and emotionally and socially, and acquires many skills and information that help him in psychological and social adaptation, and through family's determining clear goals and applying diverse and integrated strategies, it can transform this challenge into opportunity to enhance its bonds and build personalities capable of managing their life in digital age successfully.

Recommendations:

- Enhancing family awareness of harms of addiction to electronic games and its psychological and social effects on children through seminars and awareness courses.
- Activating smart parental control that based on dialogic follow-up not authoritarian with determining specific times for using electronic devices.
- Encouraging real alternatives through involving children in sports cultural or volunteer activities in a way that reduces reliance on digital and virtual world.
- Including digital education within education curricula and study to establish culture of responsible technological use.
- Encouraging field studies that monitor family and cultural factors affecting limiting addiction to electronic games in Algerian environment.

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