

Research Title: "modeling the structure of causal relations between Internet addiction, academic support, perceived academic stress, cognitive distortion, academic adjustment of female student teachers"

Objectives: Examining the structure of causal relations between Internet addiction, academic support, perceived academic stress, cognitive distortion, academic adjustment, according to the responses of female student teachers.

The method: All 336 female student teachers were selected in all majors at the Faculty of Education. After excluding the missing data, the final sample size of the study became 274 students. They were asked to answer five research measures related to Internet addiction, academic support, academic stress, cognitive distortion, and academic adjustment. A number of statistical techniques were used to verify the hypotheses: exploratory factor analysis, Harman's one-factor test, SEM modeling approach, direct and indirect effects test using the Bootstrapping test, and the use of descriptive statistics (mean standard deviation).

Results: (1) the hypothesized model provides a good fit to the data approximately 82% according to the fit indices, and PCFI = .705, PNFI = .724 values of the model were

higher than 0.50, as a rule of the thumb among all researchers.

(2) A statistically significant negative direct effect was found for both Internet addiction and academic stress on the academic adjustment of female students, while a statistically significant positive direct effect of academic support was found on the academic adjustment of female student teachers.

(3) A statistically significant negative direct effect was found for both academic stress and cognitive distortion on Internet addiction for female students, while academic support did not have a statistically significant direct effect on Internet addiction.

(4) There was a statistically significant mediating role of Internet addiction between academic stress and academic adjustment, as well as between cognitive distortion and academic adjustment of female student teachers.

Conclusion: Internet addiction directly affects on academic adjustment of female students at the Faculty of Education, Fayoum University, on the one hand. On the other hand, both perceived academic stresses and cognitive distortion affect on female students' academic adjustment through the mediating effect of Internet addiction. The percentage of direct impact of the variable "academic stresses" on the "academic adjustment ", while

7.7% represented the indirect impact of academic stress through Internet addiction, and 77.24% represent the direct effect percent of Cognitive distortion on the academic adjustment, and that 22.8% of the impact of cognitive distortion on academic adjustment is due to the role of the mediator variable (Internet addiction).

The study discussed the educational implications represented in the recommendations, as well as some suggestions for a number of studies and future research.

Key words: Internet addiction, academic support, perceived academic stress, cognitive distortion, academic adjustment, female student teachers