



The Impact Of A Guidance Program Based On Choice Theory On Improving Life Quality And Self-Control For A Sample Of Internet Addicts

Fatin, A. Mhaidat^{1*}, Mohammad, H. Abood², Bassam Al Harbi³, Khaledah, Alkailanee⁴

^{1,2,3}Psychological Counseling, Faculty of Educational Sciences, The Hashemite University, Jordan, fatin@hu.edu.jo , Mohammad_mo@hu.edu.jo , drbassam69@hu.edu.jo

⁴Educational Foundation and Administration Faculty of Educational Sciences, The Hashemite University, k.kilani@hu.edu.jo

***Corresponding Author:** Fatin, Mhaidat

^{*}Psychological Counseling, Faculty of Educational Sciences, The Hashemite University, Jordan, P.O Box 330127, Zarqa 13133, Jordan, fatin@hu.edu.jo

Citation: Fatin, Mhaidat, et al. (2024) The Impact Of A Guidance Program Based On Choice Theory On Improving Life Quality And Self-Control For A Sample Of Internet Addicts, *Educational Administration: Theory and Practice*, 30(5), 97-104.

Doi: 10.53555/kuey.v30i5.2235

ARTICLE INFO

ABSTRACT

The study attempts to detect the impact of a guidance program based on the Choice Theory for improving life quality and self-control in a sample of internet-addict teenagers. An online sample comprising (32) individuals whose levels of life quality and self-control were low was selected. The sample was randomly divided into two groups: An experimental group comprising (16) individuals who participated in the program and a control group comprising (16) others who didn't participate in any program. The guidance program comprised (12) sessions, (2) sessions a week. The findings of the study revealed that there were differences with statistical significance at the function level ($\alpha \leq 0.05$) between the score mean of the experimental group and the control counterpart on the scales of life quality and self-control in the post-test in favor of the experimental group which indicated that the guidance program based on the choice theory had practically affected life quality and self-control, according to the two scales. The study recommends using remedial programs to restrict the phenomenon of internet addiction among school students because such programs positively reduce this problem.

Keywords: Choice Theory; Guidance program; Internet addiction; Life quality; Self-control

Introduction

Internet is one of the modern popular means of communication that appeared in the last decade of the past century. It is distinguished for specific merits that are rarely found in any other means, so it attracted youth in several communities who used it increasingly, relying on it in their daily life (Dimaggio al. 2001).

(Faundes, 2018) pointed out that the internet has become one of life's indispensable necessities. Despite its significance and various uses in numerous fields, using it might create problems for users whenever it conflicts with their daily work and psychological and physical health, especially when it becomes an addiction.

Internet addiction causes massive damage to physical and mental growth, in addition to adolescent's academic performance (Qinxue, 2011). (Andreassen et al, 2012) pointed out that internet addiction is a case of pathological and non-consensual use that increases social, academic, and personal problems. It has various types: Social media addiction, Facebook, YouTube, and Twitter; addiction to entertainment applications on which people with an addiction spend long time watching movies and listening to music (Bener et al., 2013). A study conducted by (Dalvi Esfahani et al., 2019) concluded that the adolescent uses the internet to reduce his feelings of guilt, anxiety, and depression. The following studies confirmed the correlation between internet addiction and some psychological disorders like bulimia, depression, anxiety, and hyperactivity accompanied by lack of attention.

(Senormanci, et al., 2012) Outlined types of addiction in the following: Cyber relation-ship addiction, which is represented by excessive sharing and creating internet relationships (2) Cyber sexual addiction, or what is

known as virtual sex, where the internet relationship becomes more important than the real one. (3) Computer addiction, represented by electronic games; (4) Net compulsion, represented by internet gambling or marketing (5) Internet Overload, which means coercive internet browsing and excessive search for information by collecting and tabulating it.

The study by (Gackenbach, 2011) indicated that the behavior with the following six standards might be procedurally defined as addiction. The standards are (1) Salience: It is the coercive use and lack of control in which internet use becomes the most important and valuable activity in an individual's life that obsesses his thinking, for he always feels eager to do that activity. (2) Mood Modification: This implies relieving distress resulting from self-experience the individual acquired from this behavior; it can be considered a strategy to avoid its effects. (3) Tolerance: It is the tendency to increase hours of internet use to satisfy the desire that was satisfied a few hours before. (4) Withdrawal Symptoms: This is reflected by irritability, psychological and physical suffering at internet disconnection reflected by psychomotor tension, excessive nervous movements (stress, coercive thinking about the internet with imaginative dreams about it, voluntary and involuntary finger movements on the keyboard and a desire to reduce withdrawal symptoms. (5) Conflict refers to the struggle between this activity and other activities, work, and social life. (6) Relapse: It is the desire to return to the kind of activities to which the individual is addicted.

Among the negative impacts of internet addiction are the corporal ones reflected in the feeling of headaches, double vision, fuzzy image, high eye pressure, social withdrawal, and the tendency for isolation (Shaw & Black, 2008). In addition, there are academic effects revealed by the study of (Young, R., 1998), which showed that 50% of students suffered from bad study customs and the low grades they obtained, which were on the verge of failure. Such a thing is caused by excessive use of the internet.

Recovering from internet addiction requires much effort; trying to get rid of it is a choice or decision that obligates shouldering responsibility and self-control by the individual, which can be through treatment or persistence on addiction, or even after the treatment process ends. Many institutions that are concerned with, or supportive of, psychological and social factors focus on the need to improve the life quality of the recovered to live their life in a usual way and to encourage them to work by augmenting their abilities to maintain their everyday life (Kim & Yoon, 2021).

Positive psychology points out that humans can concentrate on the positive sides of their lives to achieve adaption and contentment. The concept of life quality is one of the basic concepts of positive psychology that tries to study an individual's lifestyle more than just getting knowledge, imitation, or emulation of a set of customs and traits. (Dousari, 2020). Life quality might be influenced by an individual's ability to practice self-control, defined as an individual's ability to influence and modify his behavior by controlling himself and his environment. Through the self-control strategy, the individual can identify the factors that guide and organize his behavior, producing specific results (Goldfried, 2007). Psychologists emphasize the need to nurture individuals on shouldering responsibility and self-control because they know how important these are for the growth and development of the individual. Whenever the needs of any individual are met, he will be more able to shoulder the burdens of the work assigned to him, which raises his self-esteem. Responsibility and self-control concepts are essential for the Choice Theory. The primary guide for reality is recently known as the Choice Theory, whose primary aim is to achieve any individual's utmost responsibility and self-control (Corey, 2009).

The actual therapy, or the therapy through the Choice Theory, is an internal system control that explains how and why we choose the options that determine the direction of our lives (Wubbolding, R.2006).

This theory is used at large for the treatment of addiction (drugs, sex, food, and work). It emphasizes that the individual has to shoulder responsibility for his choices and face that responsibility and self-control. This is where Choice Theory came from (Motten & Moten, 2009).

Glasser (2009), the founder of the Choice Theory, sees that irresponsible behavior appears whenever people fail to learn how to satisfy their needs correctly. Therefore, they satisfy that by any means, irrespective of the method and type of behavior they opt for. For example, internet addicts choose addiction as a means to counter failure instead of facing reality. However, they may be able to control themselves and face their problems by choosing a more responsible method (Massan et al., 2015). The Choice Theory indicates that the fundamental problem for most individuals is one; they are either busy with a non-satisfied relationship or what might be called a totally missing relationship. This implies that most individuals' problems are caused by their inability to communicate (Corey, 2013).

The Choice Theory sees that five basic needs are present in their makeup. The need to survive includes all physiological needs, such as food, breathing, and excretion. The need for love or belonging includes the need for family, friends, love, and creating human relationships with the minimal possible form. The need for power or accomplishment includes self-respect and competition esteem. This implies that the individual derives his power from self-respect, respect for others, competing and over-performing them, and the need for freedom or independence by which the individual becomes free to determine the issues relevant to his future. Such a need requires a complex commitment to interaction, especially if the individual wants to have maximum control over most of his daily issues, the need for entertainment which includes fun, laughter, and pleasure, in addition to food enjoyment, is what most attracts an individual to life, though some others see that life itself is pleasure (Corey, 2009). Although these needs are the stimuli for humans' lives, they differ in the momentum and strength of their presence. The need for love and belonging is the most difficult to satisfy

because its satisfaction needs another person. Whenever the individual fails to satisfy these psychological needs, he often resorts to using negative behaviors such as addiction, alcohol drinking, aggression, etc. Eventually, the treatment will use the choice theory, by which individuals learn how to choose suitable alternatives to achieve their needs and happiness actively and to behave responsibly through self-control (Jahroumi & Mosallanejad, 2014).

The choice Theory views an addict's behavior as a means by which he chooses to demonstrate the failure of having good relationships; he is the person who chooses his behavior and can control it. There is no mental illness, but a wrong choice of a behavioral method (Carlo, et al., 2004).

The Choice Theory highlights several basic concepts explained as follows: Responsibility refers to an individual's ability to choose the methods by which he achieves his goals in a way that does not prevent others from achieving their goals and needs. The average human being is responsible for satisfying his needs and is held accountable for his behavior test and results. (Glasser, 2005). Reality: It is the present feeling of authentic experiences, away from idealism, imagination, or dreams. The average human being accepts the reality he lives in; any partial or total denial of this reality causes behavioral disruption (Corey, 2009).

Right or wrong: This means the ability of the individual to do what is right and avoid what is wrong, in compliance with dictates of religion, laws, and the norms dominating his community. It is a standard behavior that helps the individual to achieve a thriving social life when respected and vice versa (Glasser, 2019). According to the theory, the role of the guided requires that the individual shoulder personal responsibility and self-control, which incorporates the ability to act to meet his needs. He must be very cooperative to achieve guidance goals. The Choice Theory sees self-control as an individual's responsibility for behavior, choices, and decisions, irrespective of external pressure. The Choice Theory also sees that the environment can secure for the individual only inputs with which he interacts in a certain way according to his choices. The individual can control his ideas and actions; he can even affect his emotions and even his physiology.

He also can help choose the methods that satisfy his needs and time, besides responsibility that consolidates self-control and the choice to make more realistic decisions. The individual's lack of control over his decisions, or evading responsibility and self-control, leads to many problems for him (Corey, 2013).

Study objectives and hypotheses

The study aims to detect the impact of a guidance program based on Choice Theory on improving life quality and self-control for a sample of internet addict adolescents. The objectives are achieved by examining the following hypotheses:

- 1- There are differences with statistical significance at the function level ($\alpha \leq 0.05$) between the score means of internet addicts of the experimental group and those of the control counterpart in the post-test at the life quality scale.
- 2- There are differences with statistical significance at the function level ($\alpha \leq 0.05$) between the score means of internet addicts of the experimental group and the scores of their counterparts from the control group in the post-test at the self-control scale.

Study methodology

The study adopted the quasi-experimental approach because it suits the nature of the study, assuming that through this approach, the efficacy of a guidance program based on the Choice Theory will improve the life quality and self-control of a sample of internet-addicted adolescents. The approach will unveil the differences between the pre-and post-tests of the experimental and control groups and between the post and the sequential tests of the experimental group only.

Study sample

The study sample that comprised (32) internet addict adolescents was selected after applying a scale of life quality and self-control. The members were from those whose rating was low at the two scales and showed willingness to participate in the program during the academic year 2022-2023. The sample was randomly divided into two equal groups: experimental and control (16) individuals each.

Study tools

Three tools were used to achieve the study's objectives: A life quality scale, a self-control scale, and a guidance program based on the choice theory.

First tool: Life quality scale

This tool aims to detect the quality of life of internet addicts. The researchers used the Rifae Scale of Life Quality (2021) to achieve that. In its original shape, the scale comprised (35) items distributed on the following domains: Family life, general health, psychological life, and social life. The scale has good indicators of validity and reliability as values of correlative coefficients between the items and the total scale ranged between (0.74- 0.96). The value of internal consistency for the scale of life quality as a whole for the family

life dimension amounted to (0.94); it was followed by general health (0.91), psychological life (0.94), and finally, social life (0.90). However, the reliability of the post-test value was (0.98).

In the current study, values of correlative coefficients of items and the total score of life quality ranged between (0.72- 0.82), while the value of the post-reliability test was (0.82)

Second tool: self-control scale

This tool aims to detect the self-control of the study sample. The researchers used the Abbas Scale for self-control (2013) to achieve that. In its original shape, the scale comprised (24) items. It is noted that the scale does not have dimensions. Answers to questionnaire questions are of three levels (always, sometimes, never). The scale has good indicators for validity and reliability. The value of the post-reliability test was (0.85), an indication of being the original self-control scale. In the current study, the value of the post-reliability test was (0.72).

Third tool: A guidance program based on methods of the choice theory

The researchers reviewed the previous literature relevant to the theme of the study. To benefit from that literature, the researchers reviewed guidance programs that applied real therapeutic ones and choice theory, life quality, and self-control domains.

In light of what preceded, the researchers were able to design a guidance program based on the choice theory to improve life quality and self-control for a sample of internet-addict adolescents. The program comprised (12) counseling sessions, ninety minutes each. The program lasted for six weeks, two sessions per week.

Program content

First session: It aimed to identify the importance of the guidance program and members' expectations about it.

Second session: It aimed to detect desires, needs, and self-care methods.

Third session: It aimed to train on the methods of satisfying needs.

Fourth session: It aimed to train on choice methods and responsibility shouldering.

Fifth session: It aimed to resist longing for the internet.

Sixth session: It aimed to identify success and failure entities.

Seventh session: It aimed at training on the skill of problem-solving.

Ninth session: It aimed at training on self-assertion.

Tenth session: It aimed at training on plan designing and real objectives drafting.

Eleventh session: It aimed at training on behavior assessment.

Twelfth session: This is the final session in which feedback is provided and standards are applied.

Study design

This is a quasi-experimental study in which the sample members are divided into two groups, experimental and control. The scales of life quality and self-control were applied to the two groups as a pre-measurement process; then therapy was given to the experimental group only. Afterward, the post-measurement of the study tool was applied to members of the two groups. Finally, the sequential measurement was applied after one month of applying to the program for the experimental groups only.

Results discission

Table (1): Results of (T) test for life quality and self-control according to group variable

Variables	Group	Arithmetic Mean	Standard Deviation	(T) Value	Function Level
Life Quality	Experimental	1.63	0.29	1.566	0.12
	Control	1.49	0.19		
Self-control	Experimental	1.40	0.22	1.774	0.08
	Control	1.28	0.16		

Table (1) shows that there are no differences with statistical significance in life quality and self-control levels in the post-measurement according to the group variable. In other words, the two groups, the experimental and the control, are equal.

First hypothesis: There are differences with statistical significance at the function level ($\alpha \leq 0.05$) between the experimental group's score means of internet addiction and their counterpart of the control one in the post-test on the life quality scale.

To examine this hypothesis, arithmetic means and standard deviations of sample member responses were computed at the life quality scale concerning the pre- and post-group variables, as presented in Table (2).

Table (2): Means and variations of the pre-and post-measurements

Group	Pre-measurement		Post measurement	
	Mean	STD	Mean	STD
Experimental	1.63	0.29	3.38	0.13
Control	1.49	0.19	1.80	0.40

The previous table reveals virtual differences between arithmetic means in the pre-and post-measurements of life quality variable. The covariance analysis is manifested in Table (3) to determine whether the differences are statistically significant.

Table (3): Results of covariance analysis

Variance Source	Square Total	Freedom Degrees	Square Mean	(F) Value	Function Level	Eta Square
Pre-Group	0.003	1	0.003	0.029	0.86	0.001
Error	17.401	1	17.401	186.370	0.00	0.873
Graded Total	2.521	27	0.093			
	21.314	29				

The previous table shows that there are differences with statistical significance between pre- and post-measurements according to life quality variables that might be attributed to the group variable. (F) value was statistically significant at the function level ($\alpha \leq 0.05$). This means there is a difference between the pre-and post-measurements in favor of the experimental group subjected to a guidance program. The previous table also shows that the Eta value amounted to (0.87), which reflects that the guidance program was effective in improving the level of life quality for members of the experimental group, compared to the control counterpart, which was not subjected to any experimental therapy.

The second hypothesis: There are differences with statistical significance at the function level ($\alpha \leq 0.05$) between the score means of internet addicts of the experimental group and those of the control counterpart in the post-test at the self-control scale.

To examine this hypothesis, the means and deviations of sample members' responses were computed at the self-control scale concerning the pre- and post-measurement group variable, as presented in Table (4).

Table (4): Means and deviations of pre-and post-measurements

Group	Pre-measurement		Post measurement	
	Mean	STD	Mean	STD
Experimental	1.40	0.22	2.63	0.21
Control	1.28	0.16	1.27	0.12

The previous table shows virtual differences between the pre-and post-arithmetic means for the self-control variable concerning the group. To detect the implication of whether, or not, the differences were statistically significant, the covariance analysis was used as presented in Table (5).

Table (5): Results of covariance analysis

Variance Source	Square Total	Freedom Degrees	Square Mean	(F) Value	Function Level	Eta Square
Pre-Group	0.070	1	0.070	2.264	0.14	0.077
Error	13.115	1	13.115	424.282	0.00	0.940
Graded Total	0.385	27	0.031			
	14.824	29				

The previous table shows that there are differences with statistical significance between the pre-and post-measurements according to the self-control variable that might be attributed to the group variable. The (F) value was statistically significant at the function level ($\alpha \leq 0.05$), which means that there was a difference between the pre-and post-measurements in favor of the experimental group that was subjected to the guidance program. The previous table also shows that the Eta value amounted to (0.94), a high value that reflected that the guidance program was effective in improving the self-control level for members of the experimental group, compared to the control counterpart that was not subjected to any experimental therapy.

Results discussion

Discussion of the first hypothesis, which reads, "There are differences with statistical significance at the function level ($\alpha \leq 0.05$) between score means of internet addicts of the experimental group and those of the control counterpart in the post-test at life quality scale."

The findings revealed differences at the function level ($\alpha \leq 0.05$) between the two means of the pre-and post-measurements regarding life quality in favor of the experimental group. This indicates that there is a significant impact of the guidance program based on the choice theory on improving life skills, self-efficiency, self-motivation, reduction of stress, anxiety and depression, and internet addiction of adolescents. According to the results of the current study, this might be attributed to what the guidance program includes, such as exercises, activities, methods, and technicalities.

The researchers see that one of the most significant causes of the improvement that affects the experimental group is providing the adolescents with knowledge and chances to implement and develop actual guidance methods that reinforce the quality of their lives.

Methods and technicalities of the choice theory might provide a framework for a more realistic method and increase responsibility awareness. Such a finding agrees with that of (Law & G.2017), who found out that choice theory methods help the individual to determine behavior dynamics by providing him with the trends he should consider. He afterward determines the optimal available alternatives by which he can achieve his goals.

This result might also be traced back to the method adopted in implementing the program collectively, which provided members of the experimental group with a chance to express their feelings freely, exchange experiences, participate in putting down rules and objectives of the sessions, use various realistic methods to deal with the issues raised to deal with the collective discussions. The collective guidance sessions provide an opportunity for interaction and dialogue. However, every participant in the group realizes that he is not the only one who needs to reinforce his life quality; the rest of the group also realizes that.

The training given to every individual from the experimental group who recovered from addiction assigned him a house chore, which the researcher tracked. Thus, a significant portion of responsibility was assigned to the addicts themselves to apply what they learned from the guidance sessions at home and to use the skills they learned to deal with specific situations.

The researchers believe that adolescents attending guidance program sessions on time and interacting with collective discussion, besides their contribution to transferring and applying the situations they trained on, from counseling sessions to life situations, enhanced their awareness of life quality.

Given the impact of the counseling program in improving the lives of young people by increasing their interest in their studies and their regularity in studying, this is what leads to the results of melanie study (2013), which indicated that Internet addiction leads to irregularity in studying. In studying and other studies, escaping from school, and weak mental ambition as well. It shows the effectiveness of the counseling program based on the theory of choice in improving social relations and the social role required of all young people, and this is what leads to the results of the study by fatima (2021), which indicated that addiction to the Internet and digital devices leads to a decline in social relations among young people, whether with Lack of friends or boyfriends.

The impact of the counseling program also appears in improving the quality of life in terms of reducing feelings of fear and feelings of persecution, and this is consistent with the results of Abdullah study (2019), which indicated that addiction to digital devices leads to feelings of fear and feelings of persecution.

The results of this study are also consistent with the study of nada (2012), which indicated the effectiveness of realistic guidance in developing social skills among teenage girls and thus improving the quality of life.

Discussion of the second hypothesis, which reads, "There are differences with statistical significance at the function level ($\alpha \leq 0.05$) between score means of internet addicts of the experimental group and the scores of their counterpart of the control group in the post-test at self-control scale."

The results unveiled that there were differences with statistical significance at the function level ($\alpha \leq 0.05$) between the two means of the pre-and post-measurements regarding the control level of internet addicts of the two groups (experimental and control) in favor of the experimental. This indicates that the guidance program has been effective according to the self-control scale.

This result may be traced back to what the guidance program contained of exercises, activities, methods, and technicalities. The researchers believe that using the choice theory with adolescent internet addicts helps them express their opinions and feelings about the experiences they were not able to have before. This result agrees with what (Salim, 2021) concluded that people with an addiction need to modify the negative ideas that influence their feelings, behaviors, and physiological features.

The guidance based on the choice theory might also enhance interconnection by emphasizing the role of the guide as a teacher, advisor, and model. Addicts' choice of methods and behavior patterns might lead them to satisfy their needs without harming themselves or others (Core, 2013). The result also agrees with that of (Massan. et al., 2015), who pointed out that the choice theory allows internet addicts to examine the benefits of intimacy and affection and provides them with means of communication at deeper levels. It also reinforces social ties between the advisor and addicts, which might help increase their self-control. One of the essential methods that the program contained and positively affected the results was concentrating on the needs and methods of satisfaction correctly. They should also know that they are responsible for satisfying their needs and behaviors and to think about overall behavior as thoughts that affect individuals' feelings and methods of physiological responses as that might consolidate self-control. The researchers also believe that training on gradual implementation of the plans in addicts' lives, by concentrating on work and developing a new plan in case of any relapse, not giving in, and reinforcing any tangible progress, might help self-control.

Reading stories about the success of those recovering from addiction helped achieve goals by integrating what was read with what was implemented and what every individual in the experimental group wanted to achieve within methods of the choice theory, which reinforced their self-control. This result agrees with what (Glaser, 2009) came up with by emphasizing that the individual is not the only one who can decide his future.

The improvement in the degree of self-control can be attributed to the effectiveness of the counseling program sessions, which focused on the importance of understanding oneself and reducing feelings of dissatisfaction and loss of vital energy. The counseling sessions included various exercises and multiple techniques such as discussion, dialogue, interaction, and the exchange of experiences and information among the participants, which were represented in various exercises and worksheets.

Recommendations

In light of the results of the current study, the researchers would like to recommend a set of educational and psychological issues that might be beneficial in the domain of practical application; the following are some of them:

- To conduct further studies on guidance programs based on the choice theory and to apply that to groups of other types of addiction.
- To apply the current program in centers that care for and support the psychological health of people with an addiction.
- To train employees in the fields of psychological counseling or therapy in addiction centers on using skills of the programs based on choice theory.

References

1. Abbas, M. (2013). Self-control and its relationship to social responsibility for intermediate female students. *Al-Fateh Journal*, 55, (10), 453-483.
2. Andreassen, CS, et al., (2012). Development of Facebook. Addiction scale. *Psychological Reports*, 110 (2), 501-517.
3. Bener, A. & Bhugra, D. (2013). Lifestyle and depressive risk factors associated with problematic Internet use in adolescents in an Arabian Gulf culture. *Journal of Addiction Medicine*, 7 (4), 236- 242.
4. Carlo, M. et al. (2004). Closing the gap: Addressing the vocabulary needs of English-language. Learners in bilingual and mainstream classrooms. *Reading research quarterly* .39 (2),188-215.
5. Corey, G. (2009). *Theory & practice of counseling and psychology*. Brooks Cole Publishing Company, United Kingdom.
6. Corey, G. (2013). *Theory & practice of counseling and psychology* (8th ed.). Brooks/Cole.
7. Dalvi- Esfahani, M. et al. (2019). Social media addiction: Applying the DEMTEL approach. *Telematics and Informatics*, 43, 5736- 5853.
8. Dimaggio, P., (2001). "Social implications of the internet". *Annual Review of Sociology*, p.307-348.
9. Dousari, F. (2021). The efficacy of a guidance program in improving the feelings level of life quality for cancer patients in Riyadh. *Journal for Psychological and Educational Studies, Islamic University* 29 (2), 719-742.
10. Faundes, P. (2018). *The Effects of Internet addiction and concurrent Psychosocial problems on the daily functioning and wellness of teenagers* (Doctoral Dissertation, Brenau University).
11. Gackenbach, J. (Ed.). (2011). *Psychology and the Internet: Intrapersonal and Transpersonal Implication*. Elsevier.
12. Glasser, M. (2009). *Open verification methodology cookbook*. Springer Science & Business Media.
13. Glasser, W. (2005). *Defining mental health as a public health issue: A new leadership role for the helping and teaching professions*, Chatsworth, CA: William Glasser Institute.
14. Goldfried, M. R, what has psychotherapy inherited from Carl Rogers? *Clinical Psychology: Science and Practice*, 14 (4), 407-413, 2007.
15. Jahromi, K., Mosallanejad, L. (2014). The impact of reality therapy on metacognition, stress, and Hope in addicts. *Global Journal of Health Science*, 6(6), 281-287.
16. Kim. K., & Yoon. (2021). Health-related quality of life among cancer survivors depends on the Occupational status. *International Journal of Environmental Research and Public Health*. <https://www.mpi.com/1660-4601/18/2/2003>.
17. Massah, O., Farmani, F. et, al., (2015). Group reality in addicts' rehabilitation process to reduce depression, anxiety, and stress. *Iranian Rehabilitation Journal*, 13 (1), 44-50.
18. Mottern, A., & Mottern, R. (2009). Choose wealth. A choice theory based on financial management program. *International Journal of Reality Therapy*, 25, 7-12.
19. Qinxue, L. (2011). *Internet addiction disorder among Chinese adolescents: The effect of parent-adolescent interaction and need satisfaction and family group therapy* [Unpublished doctoral dissertation]. Beijing Normal University.
20. Rafae, T. (2021). The level of psychological immunity and its relationship to life quality for a sample of Kuwaiti youth. *Irbid Journal for Research and Human Studies*, 3, (23), 44.

21. Senormanci, O., Konkan, R. & Sungur, M. (2012). Internet addiction and its cognitive-behavioral Therapy. In IR De Oliveira (Ed.) *Standard and Innovative Strategies in Cognitive Behavior Therapy* (pp. 171- 190), Intech Open.
22. Show, M., & Black, D. (2008). Internet addiction: Definition, assessment, epidemiology and clinical management. *CNS Drugs*, 22 (5), 353-365.
23. Wubbolding, R. (2010). *The cycle of psychotherapy, counseling, coaching, managing, and supervising* Cincinnati OH Center for Reality Therapy United Nations Office for Drugs and Crime and World Health Organization International.
24. Young, K. & Rogers, R. (1998). The relationship between depression and internet addiction. *Cyber Psychology & Behavior*, 1, 25- 28.
25. Melanie, E. (2013). *Impact of Harm Avoidance, Novelty, Seeking and Reward Dependence on internet Addiction and substance, Abuse in college students* phd (United states, New York, New School, University).
26. Nada, N. A. (2021). The effectiveness of the realistic counseling method in developing social skills among a sample of adolescents. *Journal of Psychological Counseling*, Issue 31, 369-395.
27. Abdullah, O. (2019) *The psychological and social effects of digital drugs and the role of social control institutions in reducing their effects*. A working paper at the symposium on digital drugs and their impact on Arab youth. Riyadh, Naif Arab University for Security Sciences.