

## **The Effectiveness of Reality Group Counseling in Enhancing Multiple Intelligence and Motivational Achievement of Students in Malaysia and Indonesia with the Tendency of Problematic Internet Use**

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### **Abstract**

*This study was aimed to explore the effectiveness of Reality Group Therapy in increasing students' multiple intelligence, in this study we are focusing on interpersonal skills and achievement motivation. This research employed a quasi-experimental also pre-test and post-test design with control group. The statistical population comprised primary and secondary school students from two countries which are Malaysia and Indonesia. Students with the tendency of having problematic internet use (PIU) were selected purposely by school counselor as participants of the research. Participants then were randomly assigned to the experimental and control groups. The experimental group is undergone counseling session of Reality Group Therapy, while the control group did not receive any intervention. The research tools included Generalized Problematic Internet Use Scale 2 (GPIUS 2) and Interpersonal Competence Questionnaire (ICQ-15). MIX ANOVA was used to analyze the data. The research results revealed that reality therapy in group counseling has significantly increased the students' interpersonal skills and remain even after the intervention ( $P < 0.05$ ). Meanwhile, the achievement motivation increase but not significant and the results do not maintain ( $P > 0.05$ ).*

**Keywords:** Group Counseling, Reality Therapy, Interpersonal Skills, Motivational Achievement, School Students

### **Introduction**

The use of the internet among students has increased in recent years. The numbers are increasing continuously day by day and have achieved 3.2 billion users by the end of 2015 (Internet Society, 2016). Internet use is commonly seen among students and has grown into an integral part of the daily life of students in both academic and non-academic fields (Anderson, Steen, & Stavropoulos, 2016; Issa & Isaiyah, 2016). The academic use of the internet is primarily intended for learning and research purposes. Students also use internet as a platform to socialize which has become an important part of teenagers' life and become addicted to it. Therefore, the excessive uses of internet cause them to have the potential experiencing problems in terms of internet usage namely, Problematic Internet Use (PIU), excessive internet use, compulsive internet use, and internet dependence.

These are terms that are often used to describe the various negative effects arising from the inability of individuals to control their internet usage activities (Kuss& Griffiths, 2014; Kuss& Lopez-Fernandez, 2016; Odaci&Çelik, 2016; Young & De Abreu, 2017). PIU may cause a disruptive in social relationships and low levels of social welfare, (Caplan, Williams, & Yee, 2009), disruptive sleep patterns (Belanger, Akre, Berchtold, & Michaud, 2011 (Ivezaj, Potenza, Grilo, & White, 2017), and other problems related to psychological health such as social anxiety, fear (Issa& Isaiah, 2016; Ivezaj et al., 2017), or trapped in drug smuggling behavior (Calvete, Gámez-Guadix, & Cortazar, 2017; WHO, 2014). In term of cognitive development, PIU may results in distorted development of multiple intelligence aspects such as interpersonal and intrapersonal ability due to the reduction of social interaction in face to face (Caplan, 2003, 2005; Kuss& Lopez-Fernandez, 2016; McLean, 2013; Odaci&Çelik, 2016; Young, 1999; Young & De Abreu, 2017), reduced intellectual ability (Wartbeg, Sack, Petersen, & Thomasium, 2011), lowered the motivation to work and study (Ravizza, Hambrick, Fenn, 2014) as well as lowering the achievement motivation level for students (Grant & Chamberlain, 2014; Koronczai et al., 2017; Macur, Király, Maraz, Naggyörgy, & Demetrovics, 2016; Young & De Abreu, 2017). Students with high achievement motivation will be more responsible for their academic success (Fatchurrohman, 2011; McClelland, 1974). Therefore, students who suffer from PIU are estimated to experience decline in learning motivation because they are less responsible for their obligations as a student so that they do not maximize the various aspects of intelligence owned.

Leung (2004) also support the negative effects of excessive internet use. The internet can alter interpersonal behavior of individual including become addictive to it. According to Chou (2005), PIU may cause declining in academic performance, psychological well-being and social involvement. One of the best approaches to address this problem (PIU) is to use reality counseling. The main purpose of using the reality counseling approach in this study is that individuals can be held accountable for their choice without disturbing others (Cappuzi, 2010). Reality counseling also serves to help students take responsibility on themselves and fulfill their needs so that students do not have the tendency to deny the reality inherent in their lives (Cappuzi, 2010). Despite these mentioned studies, almost no research that focused on the effectiveness of reality group therapy in enhancing students' interpersonal skills and motivational achievement. Thus, this issue calls for interventions to help students with the tendency of having PIU so that they become more responsible for their role as a student in developing academic and non-academic aspects. If the result supports the intervention using this method to improve students' interpersonal skills and motivational achievement, school counselors may employ this more confidently in educational settings.

### **Literature Review**

#### **Reality Group Therapy**

According to (Capuzzi & Stauffer, 2016), Reality Therapy is viewing human beings as born with five basic needs which are power and achievement, love and belonging, freedom, fun, and survival skills. Individuals will have problems when the five basic needs are not met or fulfilled but in irresponsible ways. Therefore, the goal of Reality Therapy is to meet the basic needs in a responsible manner and not interfere with the rights of others (Capuzzi & Stauffer, 2016). The choice of reality counseling as an intervention in this study is because the reality counseling has been proven to increase the motivation of achievement (Lan & Lee, 2016). In addition, reality counseling can also be one of the interventions to develop multiple intelligences.

#### **Problematic Internet Use (PIU)**

Students and Internet usage seems hardly to be separated from the daily life of a student. Most of students' activities nowadays require them to spent time on internet, both for academic and non-academic needs. Good internet usage occurs when it is used on time and need, but will negatively affect when it is misused in terms of time and benefits. The term problematic internet use means problems arising from excessive use of the internet (Young, 1996; Kimberly, 1998; Kuss & Griffiths, 2014; Kuss & Lopez-Fernandez, 2016). Teenagers who are experiencing problematic internet can be seen from several elements, namely, in terms of frequency of usage, period of use, security, and the presence of self-segregation symptoms and various conflicts (Gómez, Rial, Braña, Golpe, & Varela, 2017; Kuss & Griffiths, 2014). This is supported by research findings that state, individuals that experiencing Internet addiction will experience insomnia, depression, family conflict, anxiety, emotional disturbances, low resilience and personality disorders (Jorgenson, Hsiao, & Yen, 2016; Laconi & Chabrol, 2017). In addition, excessive use of the internet over time will affect mental and physical health, damage social relationships, interfere with work, and lead to cyber bullying issues (Jorgenson et al., 2016).

### Multiple Intelligences

The concept of Multiple Intelligences is divided into nine sub categories of intelligences. These nine intelligences are verbal-linguistic intelligence, logical-mathematical intelligence, visual-space intelligence, kinesthetic intelligence, naturalist intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence and existence intelligence (Gardner, 1993a, 1993b). Each sub categories of intelligences has different domain (McKenzie, 2005). All these aspects of intelligences are used as tools for learning, problem solving, and creating various things that can be used by human beings (Afanah & Khazender, 2004).

### Achievement motivation

Achievement motivation is a motivation that aims to develop or demonstrate high abilities (Nicholl, 1984). Individuals can be said to have high achievement motivation in the academic field when they are (1) task-choice, selecting activities to develop academic competencies during leisure; (2) persistence, resilient to achieve goals; (3) effort, mobilizing all the energy (physical and psychological) in learning (Purwanto, 2014).

### Objectives

The objectives of this research are to know the effectiveness of the use of reality group counseling in enhancing the multiple intelligences and motivational achievement of students who has tendency towards problematic internet use. Thus, the researchers want to compare the extent of the effectiveness of the intervention from both variables.

### Methodology

This research is an experimental research using quasi experimental design. In the research, participants among those who has tendency towards Problematic Internet Use (PIU) are selected by the school counselor. Samplings of the study were constituted from primary and secondary school students from two different countries which are Malaysia and Indonesia. They were assigned randomly to two different groups, control group and the other one is treatment group. Treatment group are receiving counseling intervention using reality therapy meanwhile control group do not have counseling intervention. In this context, the relationship between the participants' interpersonal skills and motivation achievement with the intervention of counseling group were analyzed using MIX ANOVA. Two instruments, Interpersonal Competence Questionnaire (ICQ-15) and Achievement Motivation Scale (AMS). Both instruments were given to participants before the intervention (pre-test) and after the intervention (post-test) for both group of experiment.

### Findings

#### 1) Demographic data

##### 1.1 Demographic data of PIU among Malaysian primary students

**Table 1.0: Demographic data of PIU among Malaysian primary students**

Level of PIU	No of student(s)	SD	M
Severe	4		
High	9	13.57	67.92
Moderate	11		
Total	24	13.57	67.92

The above data shows that the level of problematic internet use (PIU) in which the standard deviation (SD) differs from moderate, high and severe. Primary school students in the moderate category scored highest number or students which are 11 students. Meanwhile, total students that have high category are 9 and 4 students for severe category. Total mean score is 67.92 with a standard deviation score is 13.57.

##### 1.2 Demographic data of PIU among Malaysian secondary students

**Table 2.0: Demographic data of PIU among Malaysian secondary students**

Level of PIU	No of student(s)	SD	M
Severe	8		
High	61	62.61	12.84
Moderate	58		
Total	127	62.61	12.84

The above data shows that the level of problematic internet usage in which the standard deviation (SD) differs from medium, high and very high. Secondary school students in medium category are 58, the high range is 61 students and 8 very high students. Overall has an average score of 62.61 with a standard deviation score of 12.84. Thus, it is evident that at every level of education, both primary and secondary schools in Indonesia and Malaysia have students who are experiencing a problem with the use of internet problems, so they need to be given further attention in order not to negatively affect the social and academic lives of students.

### 1.3 Demographic data of PIU among Indonesia primary school students

**Table 3.0: Demographic data of PIU among Indonesian primary students**

Level of PIU	No of student(s)	M	SD
Severe	4	87.25	2.62
High	7	71.42	4.85
Moderate	20	54.30	6.24
<b>Total</b>	<b>31</b>	<b>212.9</b>	<b>13.73</b>

The above data shows that the level of problematic internet usage in which the standard deviation (SD) differs from moderate, high and severe. Students who are in the moderate category are 20 students with a mean of 54.30 and a score of SD, 6.24. Then, there are 7 students with high level of PIU. The median score is 71.42 and the SD score is, 4.85. Meanwhile, a total of 4 students are categorized as those with severe level of PIU with a mean score of 87.25 and standard deviation score of 2.62.

### 1.4 Demographic data of PIU among Indonesia secondary school students

**Table 4.0: Demographic data of PIU among Indonesian secondary students**

Level of PIU	No of student(s)	SD	M
Severe	8		
High	61	12.84	62.61
Moderate	58		
<b>Total</b>	<b>127</b>	<b>12.84</b>	<b>62.61</b>

The above data shows that the level of problematic internet usage in which the standard deviation (SD) differs from moderate, high and severe. Total numbers of high school students in the moderate category are 58, the high level is 61 students and the severe level is 8 students. Total standard deviations for all level are 12.84 meanwhile total score for mean are 62.61.

## 2) Negative effects of PIU towards school students

2.1 Decreasing Interpersonal Skills and Motivation Achievement of Primary School Students in Malaysia Students who have a tendency in the PIU will have a negative impact on interpersonal skills and motivation for their achievement. Demographic data of primary school students who have negative effects as a result of the PIU are as follows:

**Table 5.0: Level Of Interpersonal Skills and Achievement Motivation among Malaysia Primary School Students with the Tendency of PIU**

Student (N=10)	F	Mean	SD
<b>Interpersonal Skill</b>	24	60.08	5.73
<b>Achievement Motivation</b>	24	30.17	4.64

Based on table 5.7 it can be seen that students with low interpersonal skills are 24 with an average of 60.08 with standard deviation of 5.73. This shows that the level of interpersonal skills is in the "Medium" category. It is also found that the average score of students achieving motivation is 30.17 with SD = 4.64 which means students are in the "Low" category. The students selected as the subject of research will be divided into two groups, namely 12 experimental groups and 12 control groups. Experimental groups were given Reality group counseling to improve interpersonal skills and achievement motivation, while control groups were not actively treated (placebo). Additionally, after the students were given the Reality group counseling, post-test trials were given to determine the level of change.

## 2.2 Decreasing Interpersonal Skills and Motivation Achievement of Primary School Students in Indonesia

**Jadual 6.0 Level of Interpersonal Skills and Achievement Motivation among Indonesian Primary School Students with the Tendency of PIU**

Students (N=10)	F	Mean	SD
<i>Interpersonal Skill</i>	5	42.4	7.09
<i>Achievement Motivation</i>	5	15.2	2.94

Based on the table above, it shows the data of primary school students in Indonesia who have low interpersonal skills and achievement motivation due to tendency of having PIU. The mean score of students' interpersonal skills is 42.4 while the standard deviation is 7.09. On the other hand, achievement motivation has a mean score of 15.2 with the standard deviation of 2.94. The students who have been chosen as the subjects of the study were given the Reality group counseling to improve their interpersonal skills and motivation for their achievement. After the Reality group counseling was given, a post-test post was twice given to students to see their level of change.

3) Test on the effectiveness of reality group counseling on students' interpersonal skills and motivation achievement

3.1 The effectiveness of reality group counseling on students' interpersonal skills in Malaysia

**Jadual 7.0: The Effectiveness Of Reality Group Counseling On Interpersonal Skills In Malaysia**

Effect	SS	DF	MS	F	p
Univariant Analysis (repeated measurement)					
Measurement * Group	225.75	1.75	128.99	4.20*	.027
Contrast Analysis (One Way Anova)					
T1-T2	360.37	1	360.37	4.58*	.044
T2-T3	315.37	1	315.37	6.05*	.022

In Table 7.0, we can see the correlation between repeat measurements and the level of interpersonal skills students possess. The statistical data between recurring measurements with experimental and control group showed interaction between the two ( $F = 4.20, p < 0.05$ ). Both of these statistical data are changes in interpersonal skills level from pre-test, post-test, to follow up on each student in two study groups (experiments and controls) have shown a significant difference. This is due to the different interventions given to the experimental group and the control group.

The difference in results can be seen from the results of contrast analysis between measurement and group (table 7.0). The relationship between T1 and T2 indicates there is a significance between the two, where there is an increase in yields between the first measurements and the second measurement ( $F = 4.58, p < .05$ ). The same applies to T2 to T3, where the analysis results show there is a significant between the second measurement and the third measurement ( $F = 6.05, p < .05$ ). The results of the findings have shown that intervention (Reality group counseling) is very effective in improving student interpersonal skills significantly and is still sustained without intervention provided to students.

3.2 The effectiveness of reality group counseling on students' motivational achievement in Malaysia

**Jadual 8.0: The Effectiveness Of Reality Group Counseling On Motivational Achievement In Malaysia**

Effect	SS	DF	MS	F	p
Univariate Analysis (repeated measurement)					
Measurement * Group	67.02	2	33.51	2.87	.06
Contrast Analysis (One Way Anova)					
T1-T2	117.04	1	117.04	4.55	.04
T2-T3	3.37	1	3.37	.12	.73

The effectiveness of the reality group counseling interventions given to the students can be obtained from Table 8.0. In Table 8.0, it can be seen that repeat measurements (univariate analysis) show that there is no significant effect on achievement motivation improvement ( $F = 1.14$  and  $F = 2.87, p > .05$ ). This demonstrates the increased motivation of achievement held by each student in the experimental group and relative control group (increase but not significant). The results of the analysis were supported by a one-way anova test which explained that the results of T1 (pre-test) and T2 (post-test 1) showed that there was a significant effect on interventions ( $F = 4.55, p < 0.05$ ), while the results of T2 (post-test 1) and T3 (post-test 2) through the intervention provided no significant increase in student achievement motivation. Based on the data description it can be concluded that the effectiveness of the Reality group counseling has not left a long-term effect on student achievement motivation.

### 3.3 The effectiveness of reality group counseling on students' interpersonal skills and motivational achievement in Indonesia

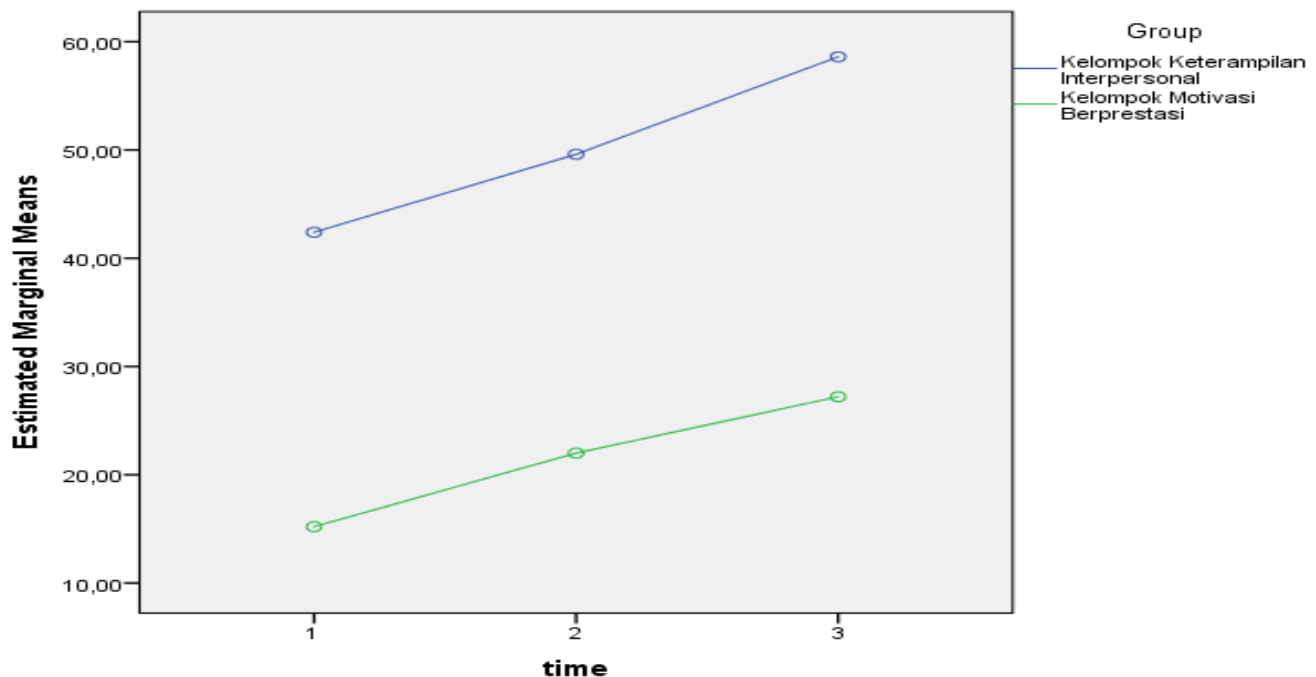
The assessment of Reality group counseling in this study uses repeated measures, which means there are repeated measurements to determine the extent of the effectiveness of the Reality group counseling approach given to students. Repeated measurements are performed before the treatment (pre-test), after receiving treatment (post-test 1), and two weeks after receiving treatment (post-test 2). The results are as follows:

**Table 9.0 The Effectiveness Of Reality Group Counseling In Indonesia**

	Time	F	p<.01	Conclusion
<b>Within Subject</b>				
Time	T1 - T2	43,902	0,000	Significant
	T2 - T3	27,888	0,010	Significant
Time *Group	T1 - T2	1,756	0,184	Not Significant
	T2 - T3	9,348	0,015	Significant
<b>Between Subject</b>				
Group		32,067	0,000	Significant

Table 9.0 shows changes in scores on each interaction measurement between repeated testing with interpersonal skills and achievement motivation. Descriptively it can be seen that reality group counseling helpsto improve interpersonal skills and achievement motivation. In addition, the treatment effects are still maintained even after two weeks of intervention. Then, when looking at the Time \* Groups from the table above, T1 and T2 indicate that the value is not significant ( $F = 1.756$ ;  $p < 0.05$ ), however, in the T2 and T3 tables there is a significant change in the value ( $F = 9,348$ ;  $< 0.05$ ). It can be interpreted that the pre-test score indicates changes from T1 to T2. The scores are increasing but it is not significant ( $p = 0.184$ ). Meanwhile, in the T2 to T3 phases, there was a significant difference ( $p = 0.015$ ) there is a group whose score is decreased, which was the motivational group of achievement. It can be concluded that the interaction effects is able to influence the changes score in each group member (within group) or between groups with significant differences. The results also have proven that  $H_0$  was accepted and  $H_a$  was rejected. As a conclusion, the influence of time and the intervention of the treatment did cause the difference in the scores. The following graph is plotting the different of the effectiveness of the intervention.

**Figure 1. The plot difference in the Effectiveness Group Reaction Counseling**



Generally, both groups have shown changes, namely interpersonal skills (blue lines) and achievement motivations (green lines) although their significant levels are different.

The line in group A (interpersonal skills) has been continuously improving in every measure and is interpreted that the score on each subject also increases. For the line in group B (achievement motivation) has shown an increase but it tends to decline. This decision can be interpreted that there is a subject that does not increase in the third size. Compared to the effectiveness of group A and group B, it was found that the treatment intervention for group A is more effective. The results of the data prove that the reality group counseling contributes positive changes towards the experimental group but it is more effective in improving interpersonal skills rather than achievement motivation.

### **Discussion**

A Reality Group Counseling approach is chosen to test the extent of its effectiveness in improving planned goals, especially in improving interpersonal skills and achievement motivation. Reality therapy bringing an approach that state, each individual has control over their own behavior and is responsible for the choice he made (Walter, Lambie, & Ngazimbi, 2008). Data analysis has shown that reality group counseling approach is effective in improving interpersonal skills and achievement motivation and has the same realistic pattern in both, Malaysia and Indonesia. The results are in line with the finding from Lan & Lee (2016) that state reality counseling helps in increasing individuals' motivational achievement. However, data shows that the reality group counseling is more effective in improving interpersonal skills compare to achievement motivation. Furthermore, it can be seen that interpersonal skills is increasing significantly, but different with achievement motivation which is also increase, but not significant. From the results, we can see a significant relationship for interpersonal skills between the result of T1 (pre-test) and T2 (post-test 1), where is the score is  $p = 0.044$  ( $F = 4.58$ ,  $p < .05$ ). The same applies to T2 (post-test 1) to T3 (post-test 2), where the analysis results show there is a significant between the second measurement and the third measurement, where is  $p = 0.022$  ( $F = 6.05$ ,  $p < .05$ ). Same goes to interpersonal skills' results for Indonesian participants where there is significant relationship between the variables. Thus, the results of the findings have shown that the intervention (reality group counseling) is very effective in improving student interpersonal skills significantly and is still sustained without intervention provided to students.

On the other hand, the results of achievement motivation for both countries also show some increment but do not significant. The results of the analysis for Malaysians participants explained that the results of T1 (pre-test) and T2 (post-test 1) showed that there was a significant effect on interventions ( $F = 4.55$ ,  $p < 0.05$ ) while the results of T2 (post-test 1) and T3 (post-test 2) through the intervention provided no significant increase in student achievement motivation. The results are in line with the results of Indonesians' participants. It can be interpreted that the pre-test score indicates changes from T1 to T2. The scores are increasing but it is not significant ( $p = 0.184$ ). Meanwhile, in the T2 to T3 phases, there was a significant difference ( $p = 0.015$ ) but the score of motivational achievement is decreased. Based on the data description it can be concluded that the effectiveness of the reality group counseling has not left a long-term effect on student achievement motivation.

This might be due to the nature of group counseling that encouraging communication among members of the group through discussion on the related issue. The atmosphere will encourage members of the minority groups to explore issues in greater depth and encourage personal development among them. It is a process that continuously enhances the group's dynamic through continuous interactions between groups which can indirectly enhance the interpersonal skills of students. Meanwhile, achievement motivation is only used as a regular discussion and is not emphasized continuously. Hence, during the reality group counseling process, interpersonal skills are more skillfully hone than the achievement motivation skills due to the effects of the built-in interaction.

However, achievement motivation still has the tendency to go up and down. This happens because there is an uncontrollable external factor, namely maturation and emotion. According to Nicholls (1984) the achievement motivation may change or inconsistent because it is influenced by the maturity of the ego. Therefore, these inconsistent motivational results indicate that primary school students still do not have good maturity. In addition, Nicholls (1984) and Wigfield, Muenks, & Rosenzweig (2015) also explain that uncontrolled emotions influence students' efforts in achieving achievement. To conclude, the findings shows that the intervention of reality group counseling does helps in increasing individuals personal skills and remain it after the intervention meanwhile for achievement motivation the increasing are not significant and does not left a long term effects. So, the intervention of reality group counseling is more effective in enhancing interpersonal skills compare to achievement motivation. This finding is consistent with Lan & Lee (2016) and Hajhosseini, Lavasani, & Beheshti (2017) which is agreeing on the effeciancy of the intervention of reality group counseling therapy. Participants learn to reach their realistic understanding about their choices as undergo the session and become more responsible towards the positive growth of their own life.

## Conclusion

People might assume Problematic Internet Use is not a serious issue compared to other form of addiction but it may result in rising of other potential problems such as low achievement motivation and affects the development of multiple intelligences if there is no immediate action taken. Hence, it calls for the need of proper and appropriate conduct in balancing the need for students towards internet access while still in a maximum care so that they are not abusing the internet usage. Some of the ways is through intervention of Reality group counseling as it is proven can help students with the tendency of problematic internet use. It will help students to be more responsible towards their social responsibilities which are the development of multiple intelligences (interpersonal skills) and academic achievement. As a conclusion, it is proven that the intervention of reality group counseling therapy is effective in enhancing students' interpersonal skills in Indonesia and in Malaysia. Besides that, it also helps in increasing the motivation of student achievement although it does not last long. Thus, reality group counseling therapy is more effective in improving interpersonal skills than achievement motivation.

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