



THE IMPACT OF CHOICE THEORY-BASED COUNSELING PROGRAM ON REDUCING SOCIAL NETWORKS ADDICTION WITHIN SECONDARY SCHOOLS IN JORDAN

Banan Alzeidaneeh ^{1,*}, Raba Aton Adawiah ¹, Fazliyaton Binti Ramley¹

1. Faculty of Business, Economics and Social Development University of Malaysia Terengganu Social Development, Universiti Malaysia Terengganu, 21030 Kuala Nerus, Terengganu, Malaysia

* Corresponding author 1994.banan.alzeidaneen@gmail.com

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Abstract

Social network addiction among adolescents has become a significant concern globally, including within secondary schools in Jordan. This study aims to investigate the impact of a Choice Theory-Based Counseling Program on reducing social network addiction among secondary school students in Jordan. Drawing on the framework of choice theory, the counseling program seeks to empower students to make positive choices regarding their online behavior and develop coping skills to manage addictive tendencies. By using a quasi-experimental nonequivalent group design, the study will compare the effectiveness of the counseling program in reducing social network addiction among participating students. Convenience sampling will be employed to select 60 students (30 males, 30 females) from first and second high school levels in Ma'an Governorate, Jordan. Participants will be divided into control and experimental groups, with the experimental group receiving the counseling intervention while the control group does not. Pre-, post-, and delay-tests will be administered to measure changes in levels of social network addiction among both groups. Quantitative data collected through surveys and behavioral observations will be analyzed to assess the program's efficacy. This paper contributes to the existing literature on interventions for social network addiction among adolescents and inform educational practices in Jordan and similar contexts. Findings from this research can guide the development of evidence-based strategies to promote responsible digital citizenship and enhance student well-being in secondary school settings.

Keywords: social network addiction, adolescents, secondary schools, Jordan, Choice Theory- Based Counseling Program, quasi-experimental design, intervention, digital citizenship, well-being

1. Introduction

Technological advancement, the information revolution, scientific progress, students' access to information from outside the school's scope, and the availability of various sources to obtain information are just a few of the many changes and developments that the world has

witnessed in recent years (Mohammad & Al-Zboon, 2020). As a result, schools and the educational system as a whole are under increasing pressure to go beyond their historical functions as the foundation of student learning. In light of these global shifts, the school now has additional responsibilities; it must use its human and financial resources to fulfil these new roles and help produce students who are prepared to tackle the problems of the present and the future (Al Momani, 2023).

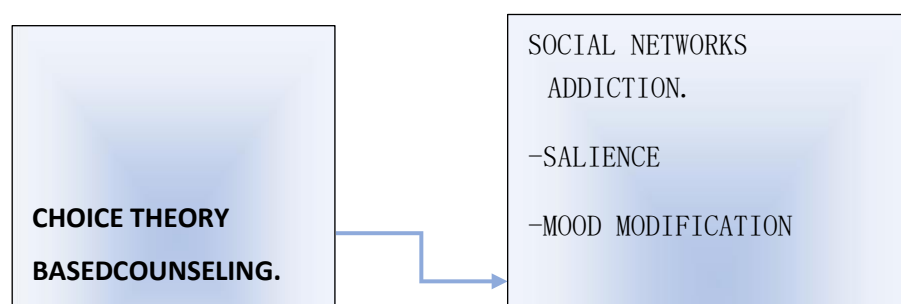
Countries strive to differentiate themselves as nations that invest in their kids to accomplish progress in numerous considerations, and the school environment is the foundation for this endeavor (Mansilla & Jackson, 2022). Every student has the opportunity to develop personally and

professionally, release their creativity, and succeed academically so that they can help their community overcome its many problems and become morally and socially healthy. An optimistic, engaged, and globally-minded educational community is the seed from which the Jordanian educational system's goal grows (Azmiyah & Astutik, 2021). Its central theme is the need of creating mentally healthy school environments where students can learn and grow, free from the internal and external pressures that come with living in a technologically advanced world. Addiction to social media example of these issue (Al-Jbour & Battah, 2018).

Researchers are increasingly interested in gaining a better and deeper understanding of this worldwide issue, which has been linked to excessive use of the internet and social media platforms: behavioral addiction (Hawi & Samaha, 2019). The use of social media websites has increased dramatically in the last several years. Sites like these frequently let users establish private profiles where they can interact with other users in a variety of ways, such as via posting, commenting, and messaging (Hani et al., 2021). As people enter maturity, this moment has grown in significance, becoming an integral element of their social circles. Ninety percent of young individuals around the world are active on social media, with the majority of those users logging in many times per day (Perrin, 2015). Researchers are increasingly interested in studying the effects of social media on the psychological adjustments of emerging adults, as the influence of social networks continues to rise in their lives. According to research by Moreno and Whitehill (2014), Russell et al. (2022), and others, social media may provide a significant setting in which youngsters navigate important developmental tasks, such as forming their identities and maintaining their social connections. Facebook, Instagram, WhatsApp, and Twitter are all examples of social network applications. The amount of people using social media continues to rise at a rapid pace every year.

2. Research Framework

Based on the reality therapy theory, choice theory and social learning theory of addiction, the recent study model examines the impact of the choice theory-based counselling as independent variable on the dependent variables; social network addiction measured by (Salience, Mood modification, Tolerance, Withdrawal symptoms, Conflict and Relapse) . The suggested model build based on the studies of (Filiz & Demirhan, 2018; Shahnawaz & Rehman, 2020; Sharifkhani et al.,2022; Glasser, 1998; Al-Jbour et al.,2018; Musfirah et al.,2019; Glasser,1999) will be empirically examined within Jordanian secondary schools' students. Theoretical framework shown in the figure 1.



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Figure 1 Theoretical Framework

3. Literature Review

For communicating with friends and family and exchanging information, social media platforms and applications are essential today. Kuss and Griffiths (2011) and Throuvala et al. (2021) describe social networking sites as online organizations where people can create public profiles, chat with friends, and meet new people. Youth have benefited from social media sites like Facebook, Twitter, WhatsApp, Instagram, and Snapchat, which allow users to communicate instantly and globally. The only cause is the pervasive and cheap internet (Chandrima et al., 2020). Today's electronically mediated civilization meets human need for social interaction largely through technology. Kuss & Griffiths (2017) found that being "online" is normal, especially among young people. Many claims never shutting off their phones, sleeping with them by their sides, and obsessively checking them during the day (AlBarashdi, 2020). Smartphones are often used for social media (Ndubuaku et al., 2020). However, heavy use may have caused addiction (Yu & Luo, 2021).

Due to widespread internet use, pupils' identities and routines are altering. Concerns concerning students' mental health and digital addiction are escalating. A new age of thought has begun in various disciplines due to digital media's enormous impact on reality and human behavior (Li et al., 2022). Cognitive science, politics, sociology, behavioral psychology, and others are included. Since social networking services enable "online" human connection, the norm is transitioning from "Online" to "Onlife," highlighting the enormous impact of these technologies on our lives (Atwan et al., 2022). Social media is a major cause of youth smartphone addiction (Cerniglia, 2019). Too much time on social media and not enough in-person interaction may impede students' growth (Raza et al., 2020). Millions of people worldwide suffer from social media addiction. Many people with this addiction need psychotherapy to break their addiction (Balcerowska et al., 2020). Moreno et al. (2022) found that young adults and teens who become social media addicts cannot stop their use, even if they know it can hurt them. Electronic devices

are becoming essential in today's environment due to rapid technological improvements. The psychological impact of students' reckless use of cell phones and laptops is impossible to ignore, making it crucial to identify social media addicts and non-users (Cerniglia et al., 2019).

Hogarth (2020) defines addiction as compulsive behavior that harms. Loss of self-control, aberrant emotional reactions, and difficulty abstaining from the substance or behavior are signs of addiction (Sassover & Weinstein, 2022). As with other addictions like narcotics, gambling, sports viewing, overeating, etc., compulsive social media use can lead to harmful habits that interfere with other important elements of life. Why people can't quit using social media is a recurrent question. Importantly, social media looks to be addicted like sports-watching, gambling, swimming, etc. (Brailovskaia & Margraf, 2020). Social media addiction impacts the brain like drugs and alcohol. Regular app users get a dopamine high from scrolling through photographs, posting, and responding to positive affirmations. The brain builds "addiction pathways" from this dopamine high, making it harder to quit apps (Hof-Nahor & Shafir, 2022). A social media addict has a daily desire to use these networks. Such a person would spend a lot of time and energy on online activities like posting opinions on public and personal issues, viewing profiles, counting likes on recent posts, inviting friends, starting conversations, and more (Ünal, 2020).

The researcher investigates social media addiction, a serious issue that impacts secondary school students' health. Sun and Zhang (2021) and Muhammad and Yusuf (2022) list some negative effects of social media addiction, including feeling inadequate and continuously comparing oneself to others. vi. Social isolation escalated. III. FOMO—the sneaky dread of omission and exclusion. Social anxiety and embarrassment. v. Being among pessimistic people who may act out tragic events and teach destructive behaviors. VI. Blue light disrupts sleep. vii. Insufficient exercise, which may harm their health. viii) Lax study habits may lead to poor grades. Depressive symptoms. x. Ignoring genuine relationships. ix. Reduced emotional sharing. Exposure to misleading information and news items can cause unnecessary tension, concern, and uncertainty. Radical, biased, and personalized content may foster extreme opinions. Internet addiction, perhaps. Negative feelings from social media absence. Given these difficulties of social media addiction, this study will examine how a choice theory-based counseling program using reality therapy can reduce social network addiction in Jordanian secondary school students. Wachler (2022) and Hancock et al. (2022) show that social media addiction can be treated with the right approach. Developed specialized social media addiction treatments. First, try to restrict your social media and app use. Using one app at a time reduces addiction risk. Remove or close all but one app from your device if you or someone you know is having problems managing social media. Having family, friends, and a support system is great in addition to a therapist and support

group. Thirdly, excellent offline habits like reading, performing sports, and participating in health and personal development conversations might reduce social media dependence. The fourth proposal is to filter social media notifications so addicts only see the most important messages and news, which may dissuade them from checking their accounts. Fifthly, a digital detox, in which you give up all electronics for a set time, may aid social media addicts. Finally, uninstalling programs is like quitting drugs or other addictions. Safari et al. (2021) found that choice theory-based reality therapy and counseling programs treat social network addiction. This study will create a choice theory-based counseling program for Jordanian secondary school students with social network addiction. It will follow Nooripour et al. (2023) and Zare and Namdarpour (2020) suggestions to demonstrate reality therapy's efficacy in Jordan, a growing nation and new area.

Social network addiction literature is abundant, but methodological difficulties have plagued studies (Kuss & Griffiths, 2017). Researchers' different conceptualizations, measuring methodologies, and cut-off points have slowed progress and called into doubt social network addiction's construct validity (Kuss & Griffiths, 2017). Social media addictions can be described using Griffiths's (2005) six-factor model of behavioral addiction: salience, mood modulation, tolerance, withdrawal, relapse, and conflict (Luo et al., 2021). Griffiths et al. (2014) and Lonergan et al. (2020) define addiction as any behavior that fulfills the six traits above, including social networking. Many behavioral addictions are characterized and measured using these six criteria. Exercise, shopping, work, Facebook, mobile phone, internet, internet gaming disorder, social media, and others are examples of addictions. Starting with these, we recommend adding social media addiction to the six behavioral addiction criteria. A summary of the six prerequisites follows. This study will use a six-factor model to assess Jordanian secondary school students' social media addiction, following previous research (Shahnawaz & Rehman, 2020; Silomba, 2022; Bouazza et al., 2023; Kumar, 2018). This study will explore choice-theory counseling as an independent variable to prevent social network addiction in Jordanian secondary school students.

TABLE 1.1: PROVIDES RESEARCH CARRIED OUT ON CHOICE THEORY-BASED COUNSELING PROGRAM ON REDUCING SOCIAL NETWORKS ADDICTION

Study	Variables Examined	Main Findings
Throuvala et al. (2021)	Social networking profiles, chatting, meeting new people	Enable users to create public profiles, chat with friends, and meet new people.
Chandrima et al. (2020)	Internet availability, social media usage	Pervasive and cheap internet contributes to widespread use of social media platforms.

Study	Variables Examined	Main Findings
AlBarashdi (2020)	Smartphone habits, frequency of checking	Many individuals exhibit obsessive behavior with their smartphones, checking them frequently throughout the day.
Ndubuaku et al. (2020)	Smartphone usage, social media engagement	Smartphones are commonly used for accessing social media platforms.
Yu & Luo (2021)	Social media usage patterns, addiction risk	Heavy social media use may lead to addiction among youth.
Li et al. (2022)	Digital media impact, interdisciplinary effects	Digital media has a significant impact on various disciplines, including cognitive science and sociology.
Atwan et al. (2022)	Transition to "Onlife", social networking influence	The transition from "Online" to "Onlife" reflects profound influence of social networking services.
Cerniglia (2019)	Social media impact, smartphone addiction risk	Social media is a major contributor to youth smartphone addiction.
Raza et al. (2020)	Social media usage, personal growth hinderance	Excessive social media usage may hinder students' personal growth and development.
Balcerowska et al. (2020)	Psychotherapy efficacy, addiction treatment	Psychotherapy is often necessary to address social media addiction.
Moreno et al. (2022)	Addiction recognition, behavior despite harm awareness	Individuals with social media addiction struggle to stop using it despite recognizing its negative impact.

4. Methodology

Starting with the data analysis hypothesis, researchers use the study design to establish the type of references needed to answer research questions, find variable correlations, and more (Cooper & Schindler, 2011). Quantitative research is used to determine if a Choice Theory-Based Counselling Program reduces social network addiction (Al Obaidy et al., 2024; Al-Zaqeba and Basheti, 2024; Razzak et al., 2024; Ababneh et al., 2024; Shubailat et al., 2024; Al-Zaqeba and Basheti, 2024a; Jebril et al., 2024; Jarah et al., 2024; Ahmad et al., 2024; Al-Taani et al., 2024). In addition, questionnaires collect quantitative data faster and cheaper than interviews (Sekaran, 2016), This research used a quasi-experimental nonequivalent group design. Cohen, Manion, and Morrison (2007) found educational researchers employ quasi-experimental methods. This quasi-experimental design of numerous pre-, post-, and delay-test non-equivalent group designs explored how Choice Theory-Based Counselling Program Reduced Social Responsibility Networks and Improved Social Addiction Networks in Jordanian Secondary Schools. The Educational Planning Department of the Ma'an directorate of education reported 320 male and female secondary school students in the governorate as of the second semester of the 2023/2024 academic year. Krops et al. (2019) and Huitfeldt et al. (2019) define population as a generalization about a larger group of people, events, or objects. This paper use the term "target population" to refer to a group of people or organizations that share a trait to focus their study. The study will use a subset of the population to represent it. Research may not need examining every member of a group or community. Instead, researchers used sample data from a previously studied population.

Luedtke, Sadikova, Kessler (2019) study Participants' samples can be random or non-random. Stratified, quota, simple, and non-random sampling methods include easy, simple, and purposive sampling (Branion-Calles, et al., 2019). Because this level includes quasi-experimental research Ratcliffe and Groff (2019) proposed that quasi-experimental research choose samples based on their needs rather than randomly assigning them. For this reason, the convenience sampling method will be employed to select 60 pupils (30 males and 30 females) from Ma'an governorate's first and second high schools. A control and experimental group will be constructed from participants. The control group will not attend counselling program intervention training and reality therapy, but the experimental group will. There will be pre-, post-, and delay testing to measure social networks before and after the program. The researcher chose Ma'an Governorate, Jordan's largest, for its diversified socio-cultural setting. It also has mixed-gender schools, expanding the study. Access to data, resources, and stakeholders makes research viable and effective. This study recruited individuals via convenience sampling. For this study, 60 students will be chosen. Non-probability sampling includes convenience sampling. A statistical method that collects data from samples based on volunteerism, availability, or accessibility. The researcher will perform the Program and administer the questionnaire at the secondary school after acquiring a Faculty of Social Science letter of approval. Participants will complete a self-administered questionnaire in Jordan for the study. This study will employ a self-administered questionnaire instead of an interviewer or pricey software to cut costs. Since respondents could complete the questionnaire at their own pace, the interviewer did not interrupt. The study's pilot test and main survey collected scale data using the same structured questionnaire. Quantitative research studies' credibility depends on the instrument used to quantify the idea (Hayashi et al., 2019).

5. Discussion

Jordanian secondary schools are seeing more social media addiction, reflecting global trends fueled by adolescent smartphone and internet use. Educational interventions are needed to mitigate the negative impacts of excessive social media use on academic achievement, mental health, and social connections. Choice theory-based counseling programs may help students with social network addiction. Such programmes encourage self-awareness and self-regulation in online behaviour by empowering people to make positive choices. Social network addiction involves excessive scrolling, checking notifications, and difficulties disengaging from online contacts. By helping students understand their online motivations, a Choice Theory-Based Counseling Program can target these behavioral patterns. Effective counseling programs lessen addiction and teach students how to handle triggers and cravings. Reality therapy helps students find healthier ways to manage stress and emotional demands. Secondary schools must be supportive to maintain behavior improvement. Counseling, peer support groups, awareness

campaigns, and parent-teacher partnership can promote responsible digital citizenship. Effective assessment tools and methods are needed to evaluate the Choice Theory-Based Counseling Program. Quantitative metrics including pre- and post-program questionnaires, behavioral observations, and academic achievement indicators can reveal social network usage and consequences. For lasting influence, behavior modification must be sustainable. Follow-up examinations and support can help students track their progress and address relapses and addictions. Jordanian secondary school counseling programs must be culturally sensitive and adaptable. Understanding cultural technology norms helps improve program relevance and efficacy. Teachers, counselors, parents, lawmakers, and tech corporations must work together to combat social media addiction. Together, stakeholders can establish a complete support system that promotes good digital habits and student well-being.

6. Conclusion

In conclusion, the implementation of a Choice Theory-Based Counseling Program holds promise for addressing social network addiction within secondary schools in Jordan. By empowering students to make positive choices and develop coping skills, these programs aim to mitigate the detrimental effects of excessive social media use on academic performance, mental health, and social interactions. Furthermore, the success of such counseling programs relies on creating a supportive environment within schools, fostering collaboration among stakeholders, and ensuring cultural sensitivity and adaptation to the unique context of Jordanian society. Through robust assessment and evaluation measures, the efficacy of these programs can be monitored, and strategies for long-term sustainability can be developed. Ultimately, addressing social network addiction requires a comprehensive approach that involves educators, counselors, parents, policymakers, and technology companies working together to promote responsible digital citizenship and safeguard student well-being. By prioritizing prevention, intervention, and support, we can equip students with the necessary tools to navigate the digital world safely and responsibly, fostering healthy relationships with technology and enhancing overall quality of life.

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