

## A Selective Counseling Program for Reducing Fear of Missing Out (FoMO) and Its Impact on Decreasing Social Anxiety and Internet Gaming Disorder among Adolescent Girls in Bisha Governorate

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### Abstract

*This study aimed to investigate the effectiveness of a selective counseling program in reducing the Fear of Missing Out (FoMO) and its impact on decreasing social anxiety (SA) and Internet gaming disorder (IGD) among adolescent girls in Bisha Governorate. The research sample consisted of 22 students from the second grade of high school in Bisha Governorate schools. They were divided into two groups: 11 students representing the control group and 11 students representing the experimental group, who scored highest on the FoMO scale (developed by the researchers) and SA scale (Abdel-Rahman, & Abdel-Maqsood, 1998), and IGD scale (developed by the researchers). The verbal intelligence test for secondary and university stage (Gaber, & Omar, 2007) was also administered. The selective counseling program (developed by the researchers) was implemented, and the Statistical Package for the Social Sciences (SPSS) version 25 was used for data analysis. The results demonstrated the effectiveness of the selective program in reducing the FoMO, social anxiety, and IGD among the experimental research sample. Additionally, the results showed that there were no statistically significant differences between the mean scores of the pre- and post-test for FoMO scale, SA scale, and IGD scale.*

**Keywords:** *Fear of Missing Out, Social Anxiety, Internet Gaming Disorder (IGD), Adolescents*

### INTRODUCTION

FoMO is considered one of the contemporary research topics globally and locally due to the increase in daily usage hours of social networks (Desouki & Muhammad, 2023, p. 402). With the advancement of technology, personal information and the finest details of individuals have become public on social networks, leading many to engage compulsively in following events and eagerly tracking others' news (Khaled, 2022, p. 2).

It can be said that the FoMO is a feeling of fear and regret of missing out on enjoyable news about others on social networks, believing that others' experiences are better than their own experiences, leading to a strong desire to stay constantly connected to the internet to interact with friends (Przybylski et al., 2013). The FoMO has been studied in relation to many variables affecting individual mental health, including the study by Khaled (2022) on the relationship between FoMO and social media addiction, as well as the study by Abdul-Nabi (2021) on FoMO and problematic smartphone use, and the study by Abdul-Razek et al., (2021) on FoMO and its relation to nomophobia, and the study by Saqr (2021) on FoMO as a mediator in the relationship between low self-esteem and addiction to social media.

The relationship between FoMO and SA has been studied, and most of the results were positive regarding the relationship between FoMO and overall anxiety and SA in particular. Among these studies are the ones by Ashwini & Bharathi (2021), Chambers (2018), and Dempsey et al., (2019). Elhai et al. (2021) and Abdul-Razek et al., (2021) along with Tanrikulu and Mouratidis (2023) and Elhai et al. (2021) suggest that FoMO is a form of social anxiety, resulting from the fear that others have a more satisfying life than the individual. The phenomenon of FoMO has been described as an anxiety-provoking condition.

The correlation between FoMO and IGD has been examined, by Li et al. (2020) indicating a positive association between FoMO and gaming disorder. Furthermore, the study by Li et al. (2021) further explored the correlation between FoMO and electronic gaming disorder, partially mediated by impulsivity.

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Researchers argue that FoMO represents a form of disturbed behavior that gives rise to various other disorders in individuals. Both Dempsey et al. (2019) and Wang et al. (2012) have noted that an individual's heightened FoMO predisposes them to a cluster of other disorders, notably SA and IGD. Despite the prevalence of descriptive studies examining FoMO and its relation to various psychological variables, the field of counseling intervention has not received commensurate attention. Researchers, to the best of their knowledge, identified only one Arab study that addressed the effectiveness of brief solution-focused therapy in reducing FoMO among mothers of children with disabilities and its impact on death anxiety: a clinical experimental study. Consequently, researchers recognized the need for counseling intervention to assist teenagers with elevated levels of FoMO. These programs aim to address the natural and social environment through change and adjustment, seeking to achieve a balance between the individual and their environment through sessions conducted by counselors. The goal is to equip the counselor with experiences, knowledge, information, and skills to address their problems through a series of educational activities and situational experiences to achieve healthy growth (Abu Al-Nur, 2000). One counseling approach that may be effective in reducing FoMO is the selective counseling. Researchers relied on the theory of selective counseling, which constitutes a consistent system of counseling and therapeutic techniques, each belonging to a specific therapeutic theory. However, the selection of these techniques depends integratively on each technique contributing to the treatment of a specific aspect of the client's personality disorder. These techniques are selected to form an integrated system by referring to an accurate diagnosis of the counselor's condition to determine the best techniques and their suitability for the treatment plan and the nature of the disorder or behavioral problem (Azab, 2002, p. 5).

## **LITERATURE REVIEW**

### **First: Counseling Program**

Counseling programs represent a practical application of the concept of psychological counseling. All knowledge about psychological counseling is futile if we lack the ability to develop suitable counseling programs for each problem. Each problem necessitates a specific counseling program. It is a systematically organized program based on the foundational principles of providing direct and indirect counseling services, individually or collectively, to individuals or groups, aiming to assist them in achieving harmonious growth and psychological and social adjustment. It aims to understand and achieve self-awareness, behavior modification, and harmony (Abu Al-Nur, 2000).

### **Second: Selective Counseling**

Lazarus was the first to use the term selectivity, where he deemed that behavioral therapy should not be limited to learning theory alone, but it should select any technique derived from any therapeutic model to serve the therapeutic situation" (Eid, 2005, p. 19).

Selective counseling is defined as "the practical application of principles and techniques drawn from the available scientific knowledge in psychological treatments to draw up an organized therapeutic strategy appropriate to the case at hand" (Melhem, 2007, p. 179).

Selective counseling encompasses various theories, collectively forming the selective school and approach as the Thorn's optional theory, the multi-method theory, or as known by the acronym ID-BASIC associated with Lazarus and Hart's theory in functional selective therapy. These theories and other models share a set of key principles, foundations, and broad guidelines that connect them, even if they differ in some details (Al-Omareyah, 2005, p. 172).

Selective counseling is a comprehensive, integrated, distinctive, and open approach adaptable to new additions, based on the possibility of benefiting from all theories according to the counseling situation, considering diversity, flexibility, and selectivity. Selective counseling relies on various counseling theories and techniques, with Al-Dahri (2005: 439) referring to selectivity as a counseling method, not a theory, calling it "options counseling". He believes that Thorn has presented what can be considered the most comprehensive personal counseling methods, favoring the selective approach, which he considers the only scientific method due to its inclusivity.

### **Third: Fear of Missing Out (FoMO)**

Many researchers, including Gullu & Serin (2020), Tandon et al. (2021), Gioia et al. (2021), and Tanhan et al. (2022), agree that FoMO entails a state of intense tension, feelings of inadequacy, and fear of isolation experienced by individuals when they miss out on or lose the new experiences others undergo, desiring to follow everything new, including events and news. Desouki and Muhammad (2023) argue that there are some manifestations and symptoms that can be considered diagnostic criteria for this problem, such as difficulty withdrawing from social conversations. If the individual leaves due to circumstances beyond their control, they experience tension about what happened during that period, and they continue to communicate with those present to find out all the details. Adams et al. (2020) found that FoMO has many resulting effects, as individuals become captive to the compulsive need for news, affecting their mood and diminishing their enjoyment of life.

It can be said that there are direct positive effects of FoMO on IGD. Internet gaming addiction negatively affects psychological and social adjustment, especially among teenagers. Internet gaming addiction increases isolation among students, especially during adolescence, causing significant SA during this stage, reflected in physical and psychological aspects. Moreover, there may be indirect effects of SA on IGD through the FoMO.

### **Fourth: Social Anxiety (SA)**

Social Anxiety constitutes the core of general anxiety disorder, which is considered the source and nucleus of all disorders not only in psychological diseases but also in the behaviors of both normal and abnormal individuals (Al-Ajmi, 2019, p. 23). Bonnaire and Baptista (2019), King and Delfabbro (2018), and González-Bueso et al. (2018) found that individuals suffering from anxiety disorders are more likely to engage in online sharing intimate information with the other sex and excessive use of smartphones, and addiction to online gaming. Haagsma et al. (2013) and Yang et al. (2023) suggest that online gaming disorder provides an alternative to real social life and allows avoidance of distress and anxiety associated with social interactions because many online games include social features. Carlisle et al. (2019) argue that online gaming serves as a safe space to make friends and establish relationships for socially anxious players who prefer online interaction over face-to-face communication. Additionally, Mohamed et al. (2022) argue that online games are a common recreational activity for millions of people worldwide because they provide an environment where individuals can form new relationships, assume a false identity online, and use fantasy to avoid conflicts and problems. Marino et al. (2020) suggest that SA is an important indicator of IGD.

Some studies indicate that SA begins to manifest in childhood and early adolescence. Fear of negative evaluation by others and self-awareness from a developmental perspective emerge at the age of eight. Thus, SA begins around this age. Stein et al. (2001) suggest that the onset of SA begins in childhood and early adolescence due to social rejection. SA in childhood is associated with several factors, including the intensity of fear, avoidance of social situations, and fear of negative evaluation.

### **Fifth: Internet Gaming Disorder (IGD)**

The American Psychiatric Association (APA, 2013) included IGD in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), and the World Health Organization included gaming disorder in the eleventh revision of the International Classification of Diseases (ICD-11) (Zajac et al., 2020; He et al., 2021; Marino et al., 2020). Mohamed et al. (2022), Yang et al. (2023), and Bumozah et al. (2023) identified nine diagnostic criteria for IGD, including preoccupation with gaming, withdrawal and abandonment of other activities for gaming, reckless disregard of harmful effects and using gaming to cope with negative emotions and escape from them, social/professional disturbances due to gaming, attempt and failure to control online gaming time, deliberate concealment of online gaming problems, becoming easily irritated and moody when unable to access the internet. Du et al. (2010) aimed to investigate the effectiveness of cognitive-behavioral therapy in reducing internet addiction severity and improving time management among teenagers. The program sample consisted of 32 teenagers, all of whom represented the experimental group, with ages ranging from 12 to 17 years. The results indicated the effectiveness of cognitive-behavioral therapy in reducing addiction severity and improving time management among the sample of teenagers.

Based on the aforementioned, the research **hypotheses** are formulated as follows:

1. There are no statistically significant differences between the mean ranks of the experimental group's scores in the pre and post measurements on FoMO, social anxiety, and IGD scales among adolescent girls in Bisha Governorate.
2. There are no statistically significant differences between the mean ranks of the experimental group and the control group in the post measurement on FoMO, social anxiety, and IGD scales among adolescent girls in Bisha Governorate.
3. There are no statistically significant differences between the mean ranks of the experimental group in the post and follow-up measurements (after one and a half months) on FoMO, social anxiety, and IGD scales among adolescent girls in Bisha Governorate.

## **METHODOLOGY**

The current research adopted a quasi-experimental design (two-group design) with the aim of investigating the effectiveness of the selective counseling program in reducing FoMO and its impact on decreasing SA and IGD among adolescents in Bisha Governorate. This was achieved by comparing the results of the experimental group, which was subjected to the independent variable (the selective counseling program), with those of the control group, which was not subjected to it.

### **Research Procedures**

**Sample:** The researchers randomly selected female students from the second year of high school in schools in Bisha Governorate. The sample selection process occurred in two stages: the first stage represented the pilot study to calculate the psychometric properties of the FoMO, social anxiety, and IGD scales, as well as to conduct a verbal intelligence test. Thirty-six students from the second year of high school, aged between 16 and 17 years, participated in this stage. The second stage represented the main sample, consisting of 22 female students from the second year of high school in Bisha Governorate. They were divided into two groups: 11 students representing the experimental group, aged between 16 and 17 years with an average age of 16.65 years and a standard deviation of 0.543, and 11 students representing the control group, aged between 16 and 17 years with an average age of 16.73 years and a standard deviation of 0.512.

### **Experimental Design**

#### **Control of Extraneous Variables**

The researchers ensured control over some variables that might interfere with the independent variable (the selective program) in its effect on the dependent variables (FoMO, social anxiety, and IGD). The following extraneous variables were controlled and may affect the dependent variables:

#### **Chronological Age**

The chronological age of the study participants ranged between 16 and 17 years. To control for chronological age, students older than 17 years were excluded. Mann-Whitney U test was used to determine the significance of differences between the experimental and control groups in chronological age. Equivalence of chronological age between the two study groups was achieved using the Mann-Whitney test, as illustrated in the following table.

**Table (1) Results of the Mann-Whitney test for the significance of the difference between the average scores of the experimental and control groups in terms of chronological age**

Variable	Group	N	Mean Rank	Total Ranks	U Factor	Z Value	Significance Level
Chronological age	Experimental	11	12.50	137.50	49.500	.935-	.350
	Control	11	10.50	115.50			

The previous table indicates that the value of (Z) is not statistically significant for chronological age between the experimental and control groups, with a value of (-0.935). This means that there is no statistically significant

difference between the ranks of the experimental and control groups in chronological age, indicating homogeneity between the two groups in terms of chronological age.

### Intelligence Variable

Since intelligence affects the dependent variables of the study, the researchers considered intelligence as a potential extraneous variable that may affect the overall scores of FoMO, social anxiety, and IGD. Therefore, the researchers adjusted this variable in both study groups (experimental and control) by applying the verbal intelligence test for secondary and higher education (Jaber, and Omar, 2007) to both groups. Then, the researchers determined the significance of the differences between them using the Mann-Whitney U test. The following table (2) illustrates the value of (Z) and its statistical significance for the differences between the experimental and control groups in the intelligence variable.

**Table (2) The significance of the differences between the average ranks of the scores of individuals in the experimental and control groups on the intelligence variable**

variable	Group	N	Mean Rank	Total Ranks	U Factor	Z Value	Significance Level
Verbal intelligence	Experimental	11	10.41	114.50	48.500	.799-	.424
	Control	11	12.59	138.50			

The table above reveals that the value of (Z) for assessing the differences between the experimental and control groups in the intelligence variable was (-0.799), which is statistically insignificant. This indicates the absence of differences between the two groups, suggesting homogeneity in the intelligence variable between them.

### Socioeconomic Status

The primary sample of the study (both experimental and control groups) was selected from one school, namely the third secondary school for girls, located in Bisha Governorate. Through data obtained from the students' files regarding their socioeconomic status, the researchers found a similarity in socioeconomic status among the second-grade female students.

### 3. Pre-assessment of FoMO, Social Anxiety, and IGD

The researchers utilized the Mann-Whitney U test to determine the significance of differences between the experimental and control groups in the pre-assessed total scores. Homogeneity between the two groups in the pre-measurement of FoMO, social anxiety, and IGD was achieved using the Mann-Whitney U test, as illustrated in the following table.

**Table (3) Results of the Mann-Whitney test for the significance of the differences between the mean ranks of the scores of the experimental and control group on the FoMO on events scale. SA and IGD in the pre-assessment.**

variable	Group	N	Mean Rank	Total Ranks	U Factor	Z Value	Significance Level
The total score of the scale of FoMO	Experimental	11	11.18	123.00	57,000	.234-	.815 Non-significant
	Control	11	11.82	130.00			
The total score of the scale of social anxiety	Experimental	11	11.68	128.50	58.500	.132-	.895 Non-significant
	Control	11	11.32	124.50			
The total score of IGD scale	Experimental	11	11.59	127.50	59,500	.066-	.947 Non-significant
	Control	11	11.41	125.50			

The previous table indicates that the value of ( Z ) for assessing the total score differences between the experimental and control groups in the variables of FoMO, social anxiety, and IGD was (-0.234), (-0.132), and (-0.066), respectively. These values are statistically insignificant, suggesting no significant differences between the experimental and control groups in FoMO, social anxiety, and IGD before the implementation of the selective counseling program. This implies homogeneity between the mean ranks of the experimental and control groups.

## **Research Instruments**

The researchers developed and utilized the FoMO scale, consisting of 15 items, each with five alternatives (Always, Often, Sometimes, Rarely, Never). Additionally, SA scale (developed by Abdel-Rahman and Abdel-Maqsoud, 1998) comprising 23 items measuring social anxiety, and IGD scale (developed by the researchers) consisting of 17 items were employed. Psychometric properties: validity, and reliability of the scales were assessed to ensure their suitability for application to the study sample. The researchers also designed and conducted the selective counseling program, the nature of which is presented below:

## **Program Objectives**

The main objective of the program is to reduce the FoMO among teenage female students in Bisha Governorate; thereby, decreasing their SA and IGD. Several sub-objectives stem from this main objective, including:

Assisting the experimental group in recognizing the importance of reducing FoMO and its impact on reducing SA and IGD.

Training the experimental group to increase awareness of negative thoughts causing FoMO, social anxiety, and IGD.

Assisting the experimental group in practicing counseling techniques to reduce their FoMO.

Training the experimental group in relaxation techniques to employ in various life situations for reducing FoMO.

Enabling participants to develop the ability to confront their fears of missing out.

Training participants in self-regulating their fear-inducing situations.

## **General and Philosophical Principles of the Counseling Program**

The researchers developed the program sessions while considering the general principles of psychological and educational counseling programs. They also took into account individual differences, human nature, the developmental stage of adolescent girls, and the ethics of applying psychological counseling sessions. The aim was to reduce FoMO and its positive impact on reducing SA and IGD.

## **Program Duration**

The current counseling program comprised 15 counseling sessions, each lasting between 60 to 90 minutes, with two sessions per week. Group sessions were primarily used in the application, allowing participants the freedom to express feelings and sensations they might feel uncomfortable disclosing. Individual sessions were conducted if necessary.

## **Program Activities**

The counseling program included a variety of recreational activities presented by the head of the research team responsible for implementing the counseling program.

## **Program Instruments**

Instruments used in the program included a laptop for presenting PowerPoint presentations, felt-tip pens and colored paper, a special notebook for notes, an empty bottle, and brochures about some exercises for participants to use at home.

## **Program Implementation**

The counseling program was implemented on October 20, 2023, and continued for two months until December 20, 2023. Follow-up measurements of the scales were conducted one month after the completion of the

selective counseling program on January 20, 2024. Coordination with relevant authorities was ensured to guarantee the success of the counseling program used in the current research, including obtaining administrative approvals for its implementation through the following stages:

Pre-counseling and preparation phase for the counseling program.

Training participants on selective counseling techniques.

Completion and training on more adaptive behaviors.

Post-training and counseling follow-up stage.

### **Program Techniques**

Various counseling methods and techniques were employed in the program, including lecture style, group discussion, brainstorming, homework assignments, dialogue, relaxation, concentration, somatic and sensory awareness, role-playing, emotional venting, modeling, feedback, problem-solving approach, cooperative learning, and brainstorming.

### **Program Evaluation Procedures**

The following procedures were followed in evaluating the program:

Initial evaluation involved presenting the program to a group of experts to gather their feedback and make adjustments according to their recommendations.

Formative evaluation included assessing the program during its implementation by determining the success of program sessions in achieving their objectives, assessing the responsiveness and interaction of the experimental group members during sessions, and observing improvements in their behavior. This was achieved through:

- Monitoring the attendance of experimental group members using an attendance and absence record.
- Tracking the commitment of experimental group members to homework assignments by allocating 15 minutes at the beginning of each session to discuss previous homework.
- Observing the positive self-assessment of experimental group members during program sessions.
- Evaluating each session using a session evaluation form (developed by the researchers) after the completion of each session to assess goal achievement and identify observations on the participation of experimental group members. Experimental group members were requested to answer the session evaluation form to understand the extent of their benefit from participating in the sessions, emphasizing the importance of their opinions, suggestions, and the difficulties or problems they encountered during attendance to increase their interest in attending sessions and benefiting from them.

Summative evaluation aimed to assess the effectiveness of the program used in the research after its implementation to achieve the general goal of reducing FoMO and its impact on reducing SA and IGD. This was done through:

- The experimental group answering a program evaluation form at the end of the last session.
- Post-application assessment of research measures on experimental group members after program completion.

Follow-up evaluation involved assessing the continued effectiveness of the program by reapplying the FoMO scale, SA scale, and IGD scale to experimental group members after the follow-up period, which lasted one and a half months, and calculating the significance of differences between the means of their scores in the post-application and follow-up assessments on research measures.

Place of Implementation of the Selective Counseling Program: Third Secondary School in the Bisha Governorate.

**Funding of the Counseling Program:** The researchers funded the program.

**Privileges and Incentives for Counselors:** Each counselor from the experimental group was granted a certificate of attendance for the counseling program, along with gratitude and appreciation.

**Table (4): Summary of Selective Counseling Program Sessions**

M	Session Title	Objective	Techniques Used	Session Time
The first	Introduction to the extension program and pre-application of research tools	The general aim of the introductory session is to prepare participants for the counseling program, establish counseling relationships, and build rapport. Procedural Objectives - To introduce the counselors to the participants and their peers involved in the program. - To establish a positive relationship between the researcher and the program participants, as well as among the participants themselves. - To review the rules to be followed during counseling sessions (attendance, participation, assisting others, honesty, cooperation, active listening, session schedules, and locations). - To define the overall goal of the program and deduce the specific objectives of the counseling program with the group. - To have the counselors respond to research measures (pre-assessment).	Effective dialogue - discussion - role playing - brainstorming - imitation	60 minutes
the second	The concept of FoMO	- The general objective is to define the concept of the fear of missing out. Procedural Objectives - To familiarize the counselors with the concept of the fear of missing out. - To acquaint the counselors with the causes of the fear of missing out. - To make the counselors aware of the symptoms of the fear of missing out.	Lecture - discussion - brainstorming - homework	90 minutes
Third	Who are you ?	The general goal is to assist the counselors in understanding themselves. Procedural Objectives - To have the counselors respond to a questionnaire to identify their tendencies toward missing out on things important to them. - To discuss with the counselors the matters they mentioned. - To encourage the counselors to share their views about themselves to help identify positive aspects of their personalities.	Dialogue - discussion - brainstorming	60 minutes
Fourth	What are your problems?	The general objective is to help the counselors identify the challenges they face. Procedural Objectives - To compile a list of daily problems related to the fear of missing out phenomenon. - To identify common points in life problems. - To propose solutions and make decisions in addressing those problems.	Discussion - lecture - brainstorming - homework	90 minutes
Fifth	Sharing and social networking	The general objective is to clarify the negative aspects of social isolation due to excessive engagement with others on social media platforms. Procedural Objectives - To introduce the counselors to the components of successful social relationships without indulging in irrelevant matters. - To establish a routine for internet usage (avoiding distraction with news or others' posts) according to agreed-upon schedules, balancing social engagement with personal life, needs, and problems.	Lecture - discussion - dialogue - role playing - positive reinforcement	90 minutes
Six	Self-promotion and enjoyment of life	The general goal is to train on self-rewarding skills, self-enhancement, and enjoying life. Procedural Objectives - To help the counselors prioritize their activities and important daily tasks instead of being overly engaged in social media. - To train the counselors to reward themselves during the program by replacing negative behaviors with positive ones. - To educate the counselors on organizing their daily routines.	Discussion and dialogue - free association - positive reinforcement -	90 minutes
Seven	Build special skills	The general objective is to train in building specific skills for each counselor. Procedural Objectives - To assist the counselors in developing a set of skills and hobbies for leisure instead of resorting to following news, information, or newsletters on social media. - To help the counselors focus on the positive aspects of their personalities and disregard news related to others.	Discussion and dialogue - free association - positive reinforcement - behavioral contracting	90 minutes
Eight	Successful time management (value of time)	The general goal is to train in time management skills. Procedural Objectives - To specify the number of hours spent using the internet. - To train in reducing internet usage hours using a timetable. - To emphasize the importance of utilizing time in beneficial activities (such as studying, resting, worship, etc.).	Discussion - Neighborhood - Reinforcement - Self-evaluation	90 minutes
Nine	Muscle relaxation exercises	The general goal is to alleviate emotional tension associated with the fear of missing out. Procedural Objectives - To introduce relaxation techniques. - To outline the benefits of relaxation. - To equip the counselors with relaxation exercises to alleviate tension caused by the fear of missing out through practical application (application guidelines and techniques).	Lecture - group discussion - practical training - homework	90 minutes



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M	Session Title	Objective	Techniques Used	Session Time
Tenth	The value of honesty	The general goal is to understand the value of trustworthiness. Procedural Objectives - To understand the value of trustworthiness in all aspects, not just financial matters. - To train the counselors on using the internet responsibly in terms of time and browsing activities.	Discussion - Dialogue - Stories - Homework	90 minutes
eleventh	Self-control	The general goal is to train in self-regulation. Procedural Objectives - To teach the counselors how to monitor their behaviors and internet usage times (for browsing or playing). - To teach the counselors the skill of self-regulation by learning new skills.	Lecture - discussion - role playing - reinforcement	90 minutes
Twelfth	Psychodrama (acting and role-playing).	The general goal is to represent life situations that make counselors experience the fear of missing out. Procedural Objectives - To introduce counselors to the concept of psychodrama, its benefits, and methods. - To allow counselors to verbally express painful life situations experienced when encountering the fear of missing out. - To represent these painful situations positively. - To instill peace of mind and psychological security in the counselors. - To practice muscle relaxation when counselors face situations causing the fear of missing out.	Discussion - dialogue - brainstorming - feedback - the art of psychodrama	
Thirteenth	Religious constants	The general goal is to educate counselors about the benefits of learning religious constants. Procedural Objectives - To explore some religious constants like prayer and remembrance. - To teach counselors how to perform prayers on time regardless of other activities. - To allocate specific times for remembrance and worship. - To mention the benefits of adhering to religious constants.	Lecture - dialogue - video clips	
Fourteen	Positive feelings	The general goal is to recognize the positive feelings resulting from disengagement from others' social media updates and the internet. Procedural Objectives - To discuss the positive feelings resulting from distancing oneself from the fear of missing out and not engaging in others' news. - To explain how this affects counselors' lives in various aspects.	Dialogue and free association	60 minutes
Fifteen	Post application	The general goal is to conclude the program and initiate the follow-up phase. Procedural Objectives - To listen to counselors' feedback about the program. - To conduct a review session to ensure counselors' comprehension. - To implement the follow-up application of research measures. - To agree on the date for the follow-up session.	Discussion and dialogue - feedback	60 minutes

### Statistical Techniques Used

The Statistical Package for the Social Sciences (SPSS) version 25 was utilized for data analysis according to the research problem and its inquiries. The Mann-Whitney U test was employed to determine the significance of differences between two independent samples. The Wilcoxon Signed Ranks Test was used to ascertain the significance of differences between pre-test and post-test measurements for the experimental group. The correlation coefficient of paired ranks was computed to determine the effect size of the independent variable on the dependent variables.

## RESEARCH RESULTS AND DISCUSSION

### Results of the First Hypothesis and Interpretation

The findings indicate that "there were no statistically significant differences between the mean ranks of the experimental group in the pre-test and post-test measurements in the total score of FoMO, Social Anxiety, and IGD scales among teenage girls in Bisha Governorate." To validate the first hypothesis, the researchers employed the Wilcoxon Signed Ranks Test. The following table illustrates this:

**Table (5) Results of the Wilcoxon test to examine the differences between the mean ranks of the scores of the pre- and post-measurements for the experimental group on the FoMO, SA and IGD among adolescent girls in Bisha Governorate**

	N	Rank Distribution	Average Rank	Total Ranks	Z Value	Significance Level
The total score for the FoMO on events scale	11	Negative	6.00	66.00	2.943-	<b>0.003 significant</b>
	11	Positive	.00	.00		
Total score for SA scale	11	Negative	6.00	66.00	2.936-	<b>0.003 significant</b>
	11	Positive	.00	.00		
Total score for IGD	11	Negative	<b>6.00</b>	<b>66.00</b>	<b>2.937-</b>	<b>0.003 significant</b>

It is evident from the preceding table (5) that the values of (Z) for the total score of FoMO, Social Anxiety, and IGD were -2.943, -2.936, and -2.937, respectively. These values are statistically significant at a significance level of 0.00, indicating the effectiveness of the selective program in reducing FoMO, Social Anxiety, and IGD among the current research sample. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted stating that "there are statistically significant differences between the mean ranks of pre-test and post-test measurements for the experimental group on the FoMO, Social Anxiety, and IGD scales in favor of the post-test measurement."

Additionally, the arithmetic means and standard deviations were calculated for the pre-test and post-test measurements for the experimental group in the total score of FoMO as illustrated in the following table.

**Table (6) Arithmetic means and standard deviations for the pre- and post-measurements of the experimental group in the total score of FoMO scale.**

Total marks	Pre-measurement		Post-measurement	
	Mean	Standard Deviation	Mean	Standard Deviation
The total score of FoMO scale	59.1818	5.32575	31.0909	4.80530
Total score for SA scale	89.454	5.888	54.181	9.958
The total score for IGD scale	65.727	7.772	38.727	5.178

The analysis from table (6) indicates that the mean score of the post-test measurements for the experimental group is lower than the mean score of the pre-test measurements in the total score of FoMO, Social Anxiety, and IGD. This suggests the effectiveness of the selective program in reducing FoMO, Social Anxiety, and IGD among the experimental research sample.

This outcome aligns with the findings of Abu Al-Nur's study (2000), which suggested that providing counselors with experiences, knowledge, information, and skills to address their issues through a variety of educational activities and situations can promote healthy growth. Furthermore, selective counseling intervention may effectively reduce FoMO, as indicated by Azab (2002), Ayyoub (2016), Desouki and Muhammad (2023), and Sofia et al. (2023), who found that the counseling intervention was effective in reducing FoMO. Their results also indicated a significant impact on reducing SA among teenagers, as evidenced by the decreased usage of applications and reduced SA levels.

Additionally, this conclusion corresponds with the findings of Abu Abah, & Niazi (2001) and Jaradat and Shahin (2012), which demonstrated the effectiveness of counseling programs in reducing Social Anxiety. Their results also indicated no statistically significant differences in the effectiveness of therapeutic approaches attributed to gender differences.

The practical application of counseling theories and techniques has contributed to the formulation of organized therapeutic strategies tailored to specific cases. The improvement observed in the experimental group is attributed to the utilization of appropriate counseling techniques for SA disorder, where positive skills were employed during exposure to social anxiety-inducing situations. The researchers used selective counseling techniques based on multiple counseling theories, facilitating the development of social skills to enhance verbal and non-verbal communication.

Furthermore, these results are consistent with studies by Jaradat and Shahin (2012) and El Sherbini & Abdou (2020), which demonstrated the effectiveness of psychological counseling in reducing IGD. This could be attributed to various factors, including the consideration of age-specific characteristics and factors associated with the target group. Additionally, the counseling program employed suitable methods and techniques tailored to the age group, such as role-playing, which contributed to counseling based on the modeling learning theory.

In conclusion, the research supports the effectiveness of selective counseling interventions in reducing FoMO, Social Anxiety, and IGD among teenagers. The findings suggest that selective counseling can effectively address these issues by integrating various counseling techniques and approaches tailored to individual needs and circumstances.

### Results of the Second Hypothesis and Interpretation

The second hypothesis states that "there are no statistically significant differences between the mean ranks of the experimental and control groups in the post-test measurement for FoMO, Social Anxiety, and IGD among teenage girls in Bisha Governorate." To verify this hypothesis, the researchers used the Mann-Whitney test to test the significance of differences between two independent samples, aiming to examine the significance of differences in the mean ranks of the experimental and control groups on the post-test measurement of FoMO, Social Anxiety, and IGD. The following table illustrates the results of the third hypothesis:

**Table (7) Results of the Mann-Whitney test for the significance of the difference between the average ranks of the scores of the experimental and control groups in the post-measurement on the FoMO, SA and IGD.**

Total marks	Group	N	Average Rank	Total Ranks	U Factor	Z Value	Significance Level
The total score for FoMO scale	Experimental	11	6.00	66.00	.000	3.981-	.000
	Control	11	17.00	187.00			
The total score of SA scale	Experimental	11	6.00	66.00	.000	3.977-	.000
	Control	11	17.00	187.00			
The total score of IGD scale	Experimental	11	6.14	67.50	1.500	3.882-	.000
	Control	11	16.86	185.50			

The results from table (7) reveal that the Z-value for the total score of FoMO is (-3.981), for SA is (-3.977), and for IGD is (-3.882). These values indicate significant and statistically meaningful differences between the mean ranks of the experimental and control groups on the post-test measurement of FoMO, Social Anxiety, and IGD. Upon examining the mean ranks of the experimental and control groups on the post-test measurement, it is evident that the mean rank of the control group is greater than that of the experimental group. This suggests that the levels of FoMO, Social Anxiety, and IGD decreased significantly among the experimental group due to their exposure to the selective program interventions.

Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted signifying that "there are statistically significant differences between the mean ranks of the experimental and control groups in the post-test measurement of FoMO, Social Anxiety, and IGD in favor of the control group."

Additionally, the arithmetic means and standard deviations were computed for the post-test measurement of FoMO for both the experimental and control groups. The following table illustrates these findings.

**Table (8) Arithmetic means and standard deviations for the post-measurement of FoMO scale for the experimental and control groups.**

Total Marks	Experimental Group		Control Group	
	Mean	Standard Deviation	Mean	Standard Deviation
Total degree of FoMO	31.090	4.805	58.181	4.400
Total score for SA scale	54.181	9.958	80.636	6.756
The total score for IGD scale	38.727	5.178	60.090	8.848

The results from table (8) indicate that the mean score of the experimental group is lower than that of the control group in the total score of FoMO, Social Anxiety, and IGD in the post-test measurement. This suggests the effectiveness of the selective program in reducing FoMO, Social Anxiety, and IGD among the research sample.

This finding aligns with the results of studies by Ayyoub (2016), Desouki and Muhammad (2023), and Sofia et al. (2023), which concluded the effectiveness of counseling interventions in reducing FoMO. Researchers attribute this result to the fact that selective counseling allows for the utilization of every genuine and effective contribution in the counseling field. There is no single counseling theory capable of dealing with the various aspects of counsees' problems and personalities with the same degree of efficiency and effectiveness.

Furthermore, this effectiveness can also be attributed to several factors, including the program consideration of the age group's characteristics, traits, and associated factors. The program also incorporated appropriate methods and techniques suitable for the age group, such as role-playing, which contributes to providing counseling according to the role-modeling learning model. Researchers utilized selective techniques from multiple counseling theories, which helped in imparting social skills to improve verbal and non-verbal communication. This made the counseling program have a clear impact on reducing FoMO.

To assess the effect size induced by the experimental treatment (selective program) in reducing FoMO, Social Anxiety, and IGD, the current researchers computed the correlation coefficient of the ranks of related pairs. If the correlation coefficient of the ranks of related pairs is less than 0.4, it indicates a weak effect size. If the correlation coefficient ranges from 0.4 to 0.7, it indicates a moderate effect size. If the correlation coefficient ranges from 0.7 to 0.9, it indicates a strong effect size. If the correlation coefficient of the ranks of related pairs is greater than 0.9, it indicates a very strong effect size (Hassan, 2016, p. 280).

**Table (9) The value of the binary correlation coefficient for the ranks of the related pairs, and the size of the effect on fear of missing events, SA and IGD**

Total Marks	Binary Coefficient	Correlation	The Magnitude of the Effect Size
The total score of FoMO scale	0.848		Very strong
Total score for SA scale	0.847		Very strong
The total score for IGD scale	0.872		Very strong

Table (9) illustrates that the effect size of the selective program on the total score of FoMO, Social Anxiety, and IGD was very strong. This indicates the effectiveness of the selective program in reducing FoMO, Social Anxiety, and IGD among adolescent students in Bisha Governorate. This result is consistent with the findings of Jaradat and Shahin (2012), which indicated the effectiveness of psychological counseling in reducing social phobia. Researchers attribute this result to the fact that the selective counseling approach allows for the utilization of every genuine and effective contribution in the counseling field. No single counseling theory is capable of dealing with the various aspects of counselees' problems and personalities with the same degree of efficiency and effectiveness. Additionally, the counseling program took into account the age group's characteristics, traits, and associated factors. It also utilized methods and techniques suitable for the age group, such as role-playing, which contributes to counseling according to the role-modeling learning model. Furthermore, researchers employed selective techniques from multiple counseling theories, which helped in imparting social skills to improve verbal and non-verbal communication.

Moreover, this result aligns with the findings of Du et al. (2010), which affirmed the effectiveness of cognitive-behavioral therapy in reducing internet addiction severity and improving time management among teenagers. Additionally, this result is consistent with the findings of El Sherbini & Abdou (2020), which concluded the effectiveness of psychological counseling in reducing IGD. Researchers attribute this result to the application of modeling techniques to teach teenagers some skills and to make them view positive behavior that helps them succeed in their work. They observe irresponsible behaviors of others and avoid them, adopting their correct behaviors. They also learn to benefit from others' experiences positively. Additionally, the use of homework techniques in asking counseling group members to read some theoretical articles about the positives and negatives of online games helped in understanding the importance of time and training on managing it properly and in useful activities like studying. All of this helped in reducing IGD.

### **Results of the Third Hypothesis and their Interpretation**

The third hypothesis states that: "There are no statistically significant differences between the mean ranks of the post and follow-up measures of the experimental group in the total score of FoMO, Social Anxiety, and IGD." To verify this hypothesis, the current researchers used the Wilcoxon Signed Ranks Test, as shown in table (10).

**Table (10) Results of the Wilcoxon test to determine the differences between the mean ranks of the scores of the post and follow-up measurements for the experimental group in the total score of FoMO, SA and IGD**

Total marks	N	Rank Distribution	Average Rank	Total Ranks	Z Value	Significance Level
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<b>The total score for FoMO scale</b>	11	Negative	.00	.00	1.633-	<b>.102</b>
	11	Positive	2.00	6.00		<b>Non- significant</b>
<b>Total score for SA scale</b>	11	Negative	.00	.00	1.414-	<b>.157</b>
	11	Positive	1.50	3.00		<b>Non- significant</b>
<b>The total score for IGD scale</b>	11	Negative	.00	.00	1.342-	<b>.180</b>
	11	Positive	1.50	3.00		<b>Non- significant</b>

The preceding table (10) illustrates that the value of (z) for the total score of FoMO reached (-1.633), for SA it reached (-1.414), and for IGD it reached (-1.342). These values are statistically non-significant for both the post and follow-up measurements. Consequently, the null hypothesis was accepted stating that "there are no statistically significant differences between the mean ranks of the post and follow-up measures of the experimental group in the total score of FoMO, Social Anxiety, and IGD." This indicates the continued impact of the selective program in reducing FoMO, Social Anxiety, and IGD among the current research sample. Additionally, the mean scores and standard deviations for the post and follow-up measures of the experimental group in the study scales were computed. The following table illustrates this.

**Table (11) Arithmetic means and standard deviations for the post and follow-up measurements for the experimental group on FoMO SA and IGD.**

<b>The total score of the scale</b>	<b>Post Measurement</b>		<b>Follow-up Measurement</b>	
	Mean	Standard Deviation	Mean	Standard Deviation
<b>The total score for FoMO scale</b>	31.090	4.805	31.727	5.587
<b>Total score for SA scale</b>	54.181	9.958	54.909	9.332
<b>Total score for IGD</b>	38.727	5.178	39.181	4.665

The analysis from table (11) reveals that there are no statistically significant differences between the mean scores of the post and follow-up measures in the total score of FoMO. This suggests the extended effect of the selective program in reducing FoMO among the experimental research sample. This result is in line with the findings of Al-Dahri (2005, p. 439), which indicated that selectivity is considered the only scientific method due to its comprehensiveness as a counseling approach. Thorn argues that selectivity encompasses all personal counseling methods, as counseling in the selective direction works to enhance self-reliance and responsibility among clients by assisting them in taking responsibility for their actions to achieve higher levels of performance. Researchers attribute this result to the fact that selectivity is a comprehensive, integrated, and distinctive approach that is open to addition of new elements derived from the possibility of utilizing all theories as per the counseling situation, considering diversity and flexibility.

Similarly, table (11) indicates that there are no statistically significant differences between the mean scores of the post and follow-up measures in the total score of Social Anxiety, indicating the extended impact of the selective program in reducing SA among the experimental research sample. This finding aligns with the results of the study conducted by Jaradat and Shahin (2012), which highlighted the effectiveness of counseling intervention in alleviating social phobia. Researchers attribute this result to the fact that the selective counseling approach allows for the utilization of every serious and effective contribution in the counseling field, as no single counseling theory alone can deal with the multiple aspects of clients' problems and personalities with the same degree of efficiency and effectiveness.

Furthermore, table (11) also demonstrates that there are no statistically significant differences between the mean scores of the post and follow-up measures in the total score of IGD, indicating the extended effect of the selective program in reducing IGD among the experimental research sample. This result is consistent with the findings of Al-Azemi and Al-Murtaji (2018,2023), Al-Mutairi (2014), and Fahmy (2021), as well as with the study conducted by El Sherbini & Abdou (2020), which concluded the effectiveness of psychological counseling in reducing IGD. Researchers attribute this outcome to the techniques used in the program, such as lecture technique, which was employed to present the theoretical aspect of IGD, as well as the modeling technique used to teach adolescents some skills and instill in them a positive attitude towards responsible behavior, enabling them to avoid irresponsible behaviors and adopt correct ones. Additionally, the use of homework technique in urging the experimental group members to read some theoretical articles about the pros and cons

of online games, understand the importance of time, and train them to manage it correctly in useful activities such as studying, aided in alleviating IGD.

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