

Opportunities for reality counseling in improving emotional management skills in adolescents

Darni

State Senior High School 7 Balikpapan, Kalimantan Timur, Indonesia
2507056006@webmail.uad.ac.id

ARTICLE INFO

Article history

Received: September 11, 2025

Revised: November 21, 2025

Accepted: December 10, 2025

Keywords

Counseling services

Education

groups

Tarsul Kutai

ABSTRACT

Adolescents need emotional management skills to achieve psychological balance and optimal functioning in daily life. However, many adolescents still struggle to recognize and control their emotions, potentially leading to various psychological problems. This study aims to examine the potential of reality counseling to improve adolescents' emotional management skills in the school environment. The method used was a literature review by analyzing scientific articles from Google Scholar and SINTA. A total of 13 articles were selected and analyzed thematically to identify patterns and conclusions. The results indicate that reality counseling contributes to improving adolescents' emotional regulation, self-confidence, and psychological well-being. This review highlights the novelty of synthesizing existing evidence on the role of reality counseling specifically in supporting adolescents' emotional management skills, which has received limited attention in previous studies. Practically, the findings suggest that school counselors can consider integrating reality counseling, particularly through the WDEP (Wants, Doing, Evaluation, Planning) framework, into individual and group counseling services as a preventive and developmental strategy to strengthen adolescents' emotional competencies.

This is an open-access article under the CC-BY-SA license.



1. Introduction

In the current societal era, adolescents are required to possess emotional management skills in order to regulate their emotions positively, achieve psychological balance, and function optimally in daily life. Emotional management skills are part of emotional intelligence, which is taught as a preventive effort for adolescents. Emotional intelligence consists of five components: (1) self-awareness, (2) self-regulation, (3) self-motivation, (4) recognizing others' emotions, and (5) the ability to build interpersonal relationships (Utami et al., 2019). Emotional intelligence helps individuals manage stress and pressure, improve the quality of interpersonal relationships, motivate individuals to seek creative solutions, take risks, adapt quickly to changing situations, understand and interact with diverse cultures, facilitate cross-cultural collaboration, and prevent potential cultural conflicts (Riza & Yoto, 2023; Modecki et al., 2017; Mestre et al., 2017; Young et al., 2019). The importance of emotional intelligence in adolescents lies in their ability to regulate themselves, continuously encourage themselves to do their best, understand others well, and maintain social relationships (Dewi & Yusri, 2023; Modecki et al., 2017). There are various counseling approaches that can be selected according to the needs of the client. In efforts to support emotional management among adolescent students in schools, teachers can assist students in recognizing effective ways to understand and manage emotions by providing basic knowledge and practical skills (Atmojo, 2019).

In reality, many adolescents today still lack the skills to manage their emotions effectively. They often struggle to recognize, control, and express their emotions positively due to limited understanding, insufficient skills, lack of environmental support, and restricted access to emotional skill development programs (Akbar & Zakiah, 2024; Sahi et al., 2023). This condition frequently

leads to emotional instability, making adolescents unable to think clearly and rationally. Adolescents who lack emotional regulation skills are more likely to experience mental health problems such as anxiety, depression, risky behaviors, and a decreased quality of life (Akbar & Zakiah, 2024; De La Barrera et al., 2019). Therefore, research is needed to explore how emotional intelligence can be optimally developed. Through the application of reality counseling, both in individual and group formats, it is expected that there will be significant improvements in emotional regulation, emotional balance, and responsibility among adolescents (Ulandari & Juliawati, 2019; Roustae et al., 2022; Ahvaz, Iran et al., 2023).

Research on emotional management skills in adolescents has been widely conducted. Various counseling approaches have been studied and applied. For example, cognitive-behavioral counseling has been shown to be effective in improving emotional management skills (Yılmaztürk, 2023). Other studies indicate that spiritual counseling is also an effective method for enhancing emotional regulation (Bahari et al., 2025). In addition, research has shown that school-based emotional regulation programs (both universal and targeted) improve emotional skills, reduce risky behaviors, and are well received by students (Pedrini, 2022). However, there is still a lack of research specifically examining the application of reality counseling in improving adolescents' emotional management skills. This gap highlights the need for further investigation into the effectiveness of reality counseling in enhancing emotional regulation skills among adolescents in school settings. One strategy that can be used to improve adolescents' emotional management skills is reality counseling. This study analyzes findings from existing related studies and synthesizes the results. Specifically, this research aims to describe the potential of reality counseling in improving adolescents' emotional management skills in the school environment.

2. Method

This study employed a literature review design to comprehensively examine previous research findings regarding the potential of reality counseling in improving adolescents' emotional management skills. A literature review was selected because it enables researchers to systematically collect, evaluate, and synthesize evidence from existing studies, thereby providing a comprehensive understanding of the current state of knowledge on the topic. Rather than conducting direct interventions with participants, this study focused on identifying theoretical perspectives, empirical findings, and practical implications reported in previous research concerning the implementation of reality counseling and its contribution to the development of adolescents' emotional management abilities. Through this approach, the study aims to establish a conceptual framework supported by empirical evidence that can serve as a scientific foundation for designing an effective, preventive, and practical reality counseling model to enhance adolescents' emotional management skills within the school environment.

The literature review process began with clearly defining the research topic, objectives, and research questions to ensure that the review remained focused and systematic. Subsequently, a comprehensive search for relevant scholarly literature was conducted using reputable online databases, including Google Scholar and SINTA, which provide access to peer-reviewed national and international publications. To ensure that the evidence reflected recent developments in the field, the literature search was limited to studies published between 2014 and 2024. The search strategy employed a combination of keywords, including "reality counseling," "emotional management," "emotion regulation," and "adolescents," with the use of Boolean operators (AND and OR) to refine the search results and retrieve studies that were directly relevant to the research objectives. This systematic search strategy was intended to minimize the omission of important studies while ensuring that the selected literature adequately represented current theoretical and empirical developments related to reality counseling and adolescents' emotional management.

Following the identification and collection of the relevant literature, all retrieved studies underwent a screening and selection process based on predetermined inclusion and exclusion criteria to ensure the quality and relevance of the reviewed evidence. The inclusion criteria required that the studies: (1) involved adolescent participants as the primary research subjects; (2) were empirical studies or peer-reviewed scientific articles; (3) were published in either Indonesian or English; and (4) employed a clearly described research design, including quantitative, qualitative, or mixed-methods approaches. Conversely, studies were excluded if they: (1) were not directly related to

reality counseling or emotional management; (2) did not provide full-text access; (3) consisted of non-scholarly publications, such as opinion papers, editorials, or popular essays; or (4) lacked a clear and scientifically accountable research methodology. The application of these selection criteria ensured that only high-quality and relevant studies were included in the review, thereby enhancing the credibility and validity of the synthesized findings. The overall process of literature identification, screening, eligibility assessment, and final study selection is illustrated in Figure 1.

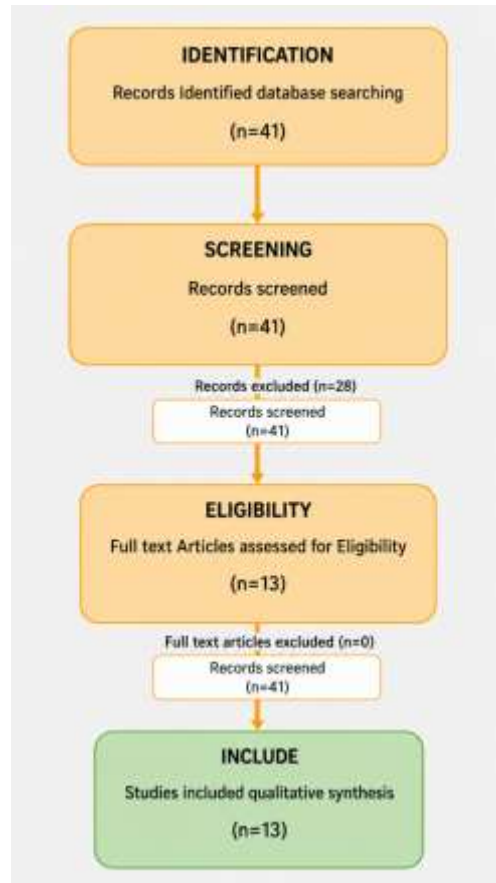


Fig. 1. Research framework

Figure 1 illustrates how researchers read and analyzed the literature to understand the existing findings and arguments. Next, they combined the results from various sources to obtain a comprehensive overview through a synthesis process. The results of this synthesis were then compiled into an easy-to-understand narrative that illustrates the findings of previous research and provides a strong foundation for further research. In this way, a literature review helps researchers understand the research context, identify knowledge gaps, and determine the appropriate direction for subsequent studies. This research was conducted through several steps. First, researchers determined the research topic. Second, a literature search was conducted in reliable databases using predetermined keywords. Third, articles were selected based on predetermined inclusion and exclusion criteria. Fourth, the quality of the selected articles was thoroughly evaluated. Fifth, researchers retrieved data from relevant sources using a pre-defined literature review sheet. The final stage involved synthesizing the research results to identify patterns, trends, and gaps in existing studies. The data analysis technique in this study used a thematic approach, which grouped data based on relevant and aligned themes. The initial step is to compare various literature review sources by extracting key information, such as the research objectives, results, participants involved, and methods used in the study. After the primary data is collected, comparisons are made between research results from various literature sources to identify similarities and differences. Next, a critical review is conducted to evaluate the quality of the research and identify gaps or gaps in previous studies. The results of this analysis process are then presented in a coherent and systematic narrative, providing a comprehensive and in-depth overview of the topic being studied. This thematic approach

allows researchers to synthesize various findings in a structured manner, facilitating understanding and drawing scientific conclusions.

3. Results and Discussion

Literature was collected through a systematic search on Google Scholar, yielding a total of 41 sources. A feasibility analysis was then conducted on these articles based on their relevance to this research study. From this analysis, 13 articles were found to align with the concept of reality counseling to improve emotional management skills in adolescents. The list of these 13 articles is presented in the following table:

Table 1. Article characteristics analysis

No	Sources	Types of research	Result
1	(Royhani et al., 2025)	Action Research	Reality counseling is able to increase students' self-confidence, provide insight, help students see their potential and can change their behavior to be more positive. Reality counseling is able to increase students' self-confidence, provide insight, help students see their potential and can change their behavior to be more positive.
2	(Rojabiah dkk., 2025)	Quantitative	The results showed that reality therapy was effective in increasing the assertiveness of Generation Z.
3	(Fadillah dkk., 2024)	Quantitative experiments	WDEP technique reality counseling successfully improves elementary school students' emotional regulation.
4	(Sholihah dkk., 2025)	Quantitative experiments	Group counseling using a reality approach with a critical reasoning dimension is effective in reducing student learning burnout.
5	(Maulana dkk., 2025)	Quantitative experiments	This study concludes that reality approach group counseling with reframing techniques is effective in improving the psychological well-being of grade VII students.
6	(Cantika dkk., 2024)	Qualitative	The research results show that reality counseling has a strong relationship and can be applied effectively to help adolescents overcome various psychological problems.
7	(Hakim dkk., 2023)	Literatur Review	Reality counseling is an effective approach to increasing student resilience.
8	(Nasruddin dkk., 2025)	Qualitative literature study approach	Teenagers' emotions tend to be unstable, mood swings, depression, stress and anxiety often arise due to changes in the body and environmental pressures.
9	(Nasution dkk., 2025)	Qualitative descriptive	The results of the study show that peers have a big influence on students' emotional and social development.
10	(Regina dkk., 2025)	Quantitative purposive sampling technique	The study concluded that peer social support and religiosity are important factors that support the development of emotional intelligence in foster adolescents, so both need to be considered in adolescent development programs..
11	(Wahdah dkk., 2025)	Quantitative	Based on the research results, it can be concluded that Adverse Childhood Experiences (ACE) have a negative and significant influence on the emotional regulation of adolescents who commit Self-Injury, where the higher the traumatic childhood experiences experienced, the lower the adolescent's ability to manage their emotions.
12	(Annisa dkk., 2024)	Qualitative descriptive	This study concludes that parental education has a very important role in improving adolescent emotional regulation.
13	(Dahlian Vebriani Simanjuntak dkk., 2024)	Mixed methods approach, namely quantitative and qualitative	Social media has a significant influence on the emotional development and anxiety of adolescents.

Based on the results of the literature review, reality counseling demonstrates significant effectiveness as a psychological intervention approach in helping adolescents develop emotional management skills. Various empirical studies report that reality counseling contributes positively to improving psychological aspects of adolescents, such as self-confidence, emotional regulation, assertiveness, resilience, and general mental well-being. This approach is considered relevant because it focuses on personal responsibility, self-awareness, and rational decision-making. Reality

counseling is based on Choice Theory, which emphasizes that individual behavior is the result of choices made to fulfill basic needs, namely the need for love and belonging, power or achievement, freedom, pleasure, and survival. In the context of adolescents, the inability to manage emotions is often related to an imbalance in the fulfillment of these needs. Through reality counseling, adolescents are helped to understand the relationship between needs, behavioral choices, and the consequences that arise. The implementation of reality counseling is generally carried out through the WDEP (Wants, Doing, Evaluation, Planning) stages. In the wants stage, adolescents are guided to identify their needs, desires, and hopes that they wish to achieve. The doing stage helps adolescents become aware of their behavior and emotional responses that they have displayed. Next, in the evaluation stage, adolescents are encouraged to critically evaluate whether their behavior is effective and responsible in meeting their needs. The final stage, planning, focuses on formulating a more adaptive, realistic action plan oriented toward positive behavioral change. Several research findings indicate that reality counseling is effective in reducing emotional impulsivity and increasing self-control in adolescents. This approach helps adolescents manage common psychological distress during development, such as anxiety, frustration, interpersonal conflict, and feelings of low self-esteem. By emphasizing conscious choice and personal responsibility, reality counseling encourages adolescents to avoid becoming trapped in maladaptive emotional reactions.

Direct Findings Related to Emotional Management. The direct findings identified in the reviewed literature consistently demonstrate that reality counseling has a positive influence on adolescents' emotional management and related aspects of emotional regulation. Several empirical studies explicitly reported improvements in emotional regulation following the implementation of reality counseling interventions. For example, Fadillah et al. (2024) found that reality counseling using the WDEP (Wants, Doing, Evaluation, and Planning) technique significantly enhanced students' emotional regulation by helping them recognize, evaluate, and manage their emotional responses more effectively. Similarly, Maulana et al. (2025) reported that reality counseling contributed to improvements in psychological well-being, an important indicator of emotional stability and adaptive emotional functioning. In addition, Sholihah et al. (2025) revealed that reality counseling reduced students' learning burnout, suggesting that the intervention effectively strengthened adolescents' ability to cope with emotional stress and academic pressures. Collectively, these findings provide strong empirical evidence that reality counseling directly contributes to the enhancement of adolescents' emotional management through improved emotional regulation, greater psychological well-being, and more effective stress management.

Indirect Findings Related to Emotional Management. In addition to the direct evidence, several studies provide indirect support for the effectiveness of reality counseling by demonstrating improvements in psychological characteristics that are closely associated with emotional management, even though emotional regulation itself was not the primary outcome measured. Rohyani et al. (2025), for instance, reported that reality counseling significantly increased adolescents' self-confidence, enabling them to approach challenges with greater emotional assurance and self-control. Likewise, Rojabiah et al. (2025) found that reality counseling enhanced students' assertiveness, allowing them to express their thoughts and emotions more appropriately while maintaining healthy interpersonal relationships. Furthermore, Hakim et al. (2023) demonstrated that reality counseling strengthened students' resilience, enabling them to recover more effectively from adversity and regulate their emotional responses in stressful situations. Supporting these findings, Cantika et al. (2024) concluded that reality counseling is effective in addressing a wide range of psychological problems experienced by adolescents. Although these studies did not directly assess emotional regulation, the psychological improvements they reported are closely related to the development of emotional management skills. Therefore, the indirect evidence further reinforces the potential of reality counseling as a comprehensive intervention for promoting adolescents' emotional competence and psychological adjustment.

On the other hand, several non-intervention studies (Nasruddin et al., 2025; Nasution et al., 2025; Regina et al., 2025; Wahdah et al., 2025; Annisa et al., 2024; Simanjuntak et al., 2024) indicate that factors such as the social environment, childhood experiences, family, and social media significantly influence adolescents' emotional development. These findings reinforce the notion that emotional management is complex and influenced by many factors. Therefore, interventions such as reality counseling have the potential to play a role in helping adolescents manage their emotions more adaptively. Overall, these indirect findings suggest that reality counseling contributes to

variables supporting emotional regulation, such as self-confidence, resilience, and interpersonal skills, ultimately leading to improved emotional management skills. The reality counseling approach itself is based on Choice Theory, which emphasizes that individual behavior is the result of conscious choices to meet basic needs. Its implementation through the WDEP (Wants, Doing, Evaluation, Planning) stages helps adolescents understand the relationship between needs, behavior, and consequences, thereby encouraging self-control and more rational decision-making. In the context of adolescent development, which is full of emotional stress, this approach is relevant because it emphasizes personal responsibility and self-awareness.

Although previous studies consistently indicate the potential effectiveness of reality counseling in improving various psychological aspects among adolescents, the available evidence requires further critical examination. The reviewed studies demonstrate that reality counseling contributes positively to emotional regulation, self-confidence, assertiveness, resilience, and psychological well-being; however, the strength of evidence varies depending on the research design, measured variables, and intervention context. Most quantitative studies have focused on specific psychological outcomes rather than directly examining comprehensive emotional management skills, indicating that the relationship between reality counseling and adolescent emotional management remains insufficiently explored. Furthermore, several studies relied on limited samples within specific educational settings, which may restrict the generalizability of the findings to broader adolescent populations. The existing evidence also suggests that emotional management is not solely determined by individual psychological factors but is influenced by social support, family conditions, peer relationships, traumatic experiences, and digital environments. Therefore, reality counseling should not be viewed as an isolated intervention but rather as an approach that interacts with broader developmental and environmental factors. Future research should examine how the mechanisms of reality counseling, particularly through the WDEP process, facilitate changes in emotional awareness, self-evaluation, and responsible decision-making. This critical analysis highlights the need for more focused investigations into the effectiveness of reality counseling as an intervention specifically designed to strengthen adolescents' emotional management skills.

4. Conclusion

Based on the literature review, reality counseling shows strong potential as an intervention approach to improve adolescents' emotional management skills. Previous studies indicate that reality counseling contributes to improving emotional regulation, self-confidence, resilience, assertiveness, and psychological well-being through the development of self-awareness, personal responsibility, and rational decision-making. The implementation of the WDEP (Wants, Doing, Evaluation, Planning) process helps adolescents understand the relationship between their needs, behaviors, and consequences, thereby encouraging more adaptive emotional responses. However, most existing studies still examine related psychological variables rather than directly measuring emotional management skills. Therefore, further empirical research is needed to examine the specific effectiveness of reality counseling in improving adolescents' emotional regulation, particularly within school guidance and counseling settings. Practically, this study provides implications for guidance and counseling practitioners by highlighting reality counseling as an alternative intervention strategy that can be integrated into individual and group counseling services to support adolescents' emotional development. Furthermore, this study contributes to existing knowledge by synthesizing evidence regarding the role of reality counseling in emotional management, while identifying research limitations and opportunities for future studies to develop more targeted and evidence-based counseling interventions.

Acknowledgment

The authors would like to thank all institutions and individuals who contributed to the completion of this study, especially those who provided technical assistance in data collection and visualization.

Declarations

- Autor contribution** : The first author contributed to data collection and drafting the article. The second author contributed as the supervising lecturer who guided the research process.
- Funding statement** : There is no information available regarding funding for this report.
- Conflict of interest** : The authors declare that there are no conflicts of interest regarding the publication of this manuscript.
- Additional information** : Understood, there is no additional information available for this paper.

References

- Akbar, Z., Mauna, & Zakiah, E. (2024). Pelatihan regulasi emosi untuk membentuk emosi positif remaja di pasir tanjung, tanjungsari, bogor. *Prosiding Seminar Nasional Pengabdian Kepada Masyarakat 2024 (SNPPM-2024)*, 5(1), 1–12. <https://journal.unj.ac.id/unj/index.php/snppm/article/view/50227>
- Atmojo, S. (2019). Mengajarkan Kemampuan Mengelola Emosi Marah Pada Remaja Dalam Bidang Pendidikan. *Buletin Jagaddhita*, 1(4), 1-4.
- Bahari, S., Hosseininasab, S., & Azmodeh, M. (2025). Examining the effectiveness of spirituality-oriented psychological counseling on test anxiety components and problem-solving skills in female junior high school students. *Journal of Assessment and Research in Applied Counseling*, 7(1), 92-100. <https://doi.org/10.61838/kman.jarac.7.1.11>
- De La Barrera, U., Schoeps, K., Gil-Gómez, J.-A., & Montoya-Castilla, I. (2019). Predicting adolescent adjustment and well-being: The interplay between socio-emotional and personal factors. *International Journal of Environmental Research and Public Health*, 16(23), 4650. <https://doi.org/10.3390/ijerph16234650>
- Ahvaz, Iran., et al. (2023). The effectiveness of group reality therapy on emotional self-regulation in adolescents. *Journal of Applied Psychology Research*, 18(4), 201–214. <https://doi.org/10.32598/CJHR.8.3.446.2>
- Dewi, S. R., & Yusri, F. (2023). Kecerdasan emosi pada remaja. *Educativo: Jurnal Pendidikan*, 2(1), 65–71. <https://doi.org/10.56248/educativo.v2i1.109>
- Mestre, J. M., Núñez-Lozano, J. M., Gómez-Molinero, R., Zayas, A., & Guil, R. (2017). Emotion regulation ability and resilience in a sample of adolescents from a suburban area. *Frontiers in Psychology*, 8, 1980. <https://doi.org/10.3389/fpsyg.2017.01980>
- Modecki, K. L., Zimmer-Gembeck, M. J., & Guerra, N. (2017a). Emotion regulation and adolescent adjustment. *Journal of Youth and Adolescence*, 46(3), 611–625. <https://doi.org/10.1007/s10964-017-0662-0>
- Modecki, K. L., Zimmer-Gembeck, M. J., & Guerra, N. (2017b). Emotion regulation, coping, and decision making: Three linked skills for preventing externalizing problems in adolescence. *Child Development*, 88(2), 417–426. <https://doi.org/10.1111/cdev.12734>
- Pedrini, L., Meloni, S., Lanfredi, M., & Rossi, R. (2022). School-based interventions to improve emotional regulation skills in adolescent students: A systematic review. *Journal of Adolescence*, 94(4), 1051-1067. <https://doi.org/10.1002/jad.12090>
- Riza, F., & Yoto, Y. (2023). Membangun kecerdasan emosional siswa SMK untuk menjawab tantangan industri modern. *Briliant: Jurnal Riset dan Konseptual*, 8(4), 940-947. <https://doi.org/10.28926/briliant.v8i4.1643>
- Moningkey, R. F., & Winarno, R. D. (2025). Analisis hubungan kelekatan teman sebaya dan religiositas dengan kecerdasan emosi remaja yang tinggal di panti asuhan di Manado. *G-*

- COUNS: *Jurnal Bimbingan dan Konseling*, 9(3), 1571-1587. <https://doi.org/10.31316/g-couns.v9i3.743>
- Rousta, A., Moradi, S., & Hosseini, F. (2022). The effect of reality therapy on emotional balance in high school students. *International Journal of School Counseling*, 9(3), 60–72. <https://doi.org/10.61838/kman.jayps.4.1.1>
- Rousta, N., Ghadami, M., Keshavarz Afshar, H., & Ahghar, G. (2022). Comprehensive the effects of counseling grouping with gestalt therapy approach and reality therapy on emotion regulation in adolescent girls. *Applied Family Therapy Journal*, 3(4), 54–69. <https://doi.org/10.61838/kman.aftj.3.4.4>
- Royhani, Z., Juandi, W., & Mufaridah, H. (2025). Konseling realitas untuk meningkatkan kepercayaan diri pada siswi Amsilatuna. *Konseling At-Tawazun: Jurnal Kajian Bimbingan dan Konseling Islam*, 4(1), 13–21. <https://doi.org/10.35316/attawazun.v4i1.6555>
- Sahi, R. S., Eisenberger, N. I., & Silvers, J. A. (2023). Peer facilitation of emotion regulation in adolescence. *Developmental Cognitive Neuroscience*, 62, 101262. <https://doi.org/10.1016/j.dcn.2023.101262>
- Ulandari, D., & Juliawati, N. (2019). Efektivitas konseling realitas terhadap peningkatan regulasi emosi siswa. *Jurnal Fokus Konseling*, 5(1), 11–18.
- Ulandari, Y., & Juliawati, D. (2019). Pemanfaatan layanan bimbingan kelompok untuk meningkatkan kecerdasan emosi siswa. *Indonesian Journal of Counseling and Development*, 1(1), 1–8. <https://doi.org/10.32939/ijcd.v1i1.350>
- Utami, F. P., Lasan, B. B., & Hambali, I. M. (2019). Tingkat kemampuan kelola emosi marah siswa SMA. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 4(2), 262–266. <https://doi.org/10.17977/jptpp.v4i2.12033>
- Wahdah, N. S., & Akbar, R. F. (2025). pengaruh adverse childhood experiences dan perceived social support terhadap regulasi emosi remaja pelaku self injury di Sekolah Menengah Atas X di kota Bandung. *Jurnal Psikologi Insight*, 9(1), 57-70. <https://doi.org/10.17509/insight.v9i1.82923>
- Yilmaztürk, M. (2023). Spiritual resources for anger management: Spirituality integrated cognitive behavioral group therapy. *Spiritual Psychology and Counseling*. <https://doi.org/10.37898/spc.2023.8.2.182>
- Young, K., Sandman, C., & Craske, M. (2019a). Positive and negative emotion regulation in adolescence: Links to anxiety and depression. *Brain Sciences*, 9(4), 76. <https://doi.org/10.3390/brainsci9040076>
- Young, K. S., Sandman, C. F., & Craske, M. G. (2019b). Emotion regulation and the anxious adolescent. *Clinical Psychology Review*, 68, 93–104. <https://doi.org/10.1016/j.cpr.2018.12.002>
- Yazdizadeh, P., Hafezi, F., Ehteshamzadeh, P., Heidari, A., & Eftekhari Saadi, Z. (2023). Effectiveness of reality therapy on emotion regulation difficulty and academic self-handicapping of students: A pilot study. *Caspian Journal of Health Research*, 8(3), 163–170. <https://doi.org/10.32598/CJHR.8.3.446.2>