

The Effectiveness of Group Counselling in Increasing the Degree of Students' Adjustment based on Glasser's Choice Theory

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ABSTRACT: The main purpose of the present research was investigating the effectiveness of group counseling in students' adjustment based on Glasser's choice theory. This research was of quasi-experimental type and it was conducted in pre-test and post-test design with the control group. The sample consisted of 24 students from Pandi Martyr School in district 6 of Tehran that were randomly selected and among them 12 students were assigned to the experimental group and the other 12 students went to the control group. Adjustment Inventory of high School Students was used for data collection that was completed by the subjects in both pre-test and post-test. The inventory's reliability was obtained 95% by the Alpha Cronbach's. In addition, their face and content validities were confirmed by the psychometric and topical experts. Experimental group (12 sessions, per week one session in 2 hours) was treated Glasser's group reality therapy but control group received no treatments. The obtained data were analyzed by using independent t. data analysis showed that using group counselling based on the Glasser's choice theory improved general adjustment, social performance, and emotional performance ($p < 0.01$) but in educational performance, significant difference between the experimental group and the control group was not found. Results showed that using Glasser's choice theory (reality therapy) is effective in increasing the adjustment.

Key words: Group Counseling, Glasser's Choice Theory, Emotional Adjustment, Social Adjustment.

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INTRODUCTION

Adolescence is a sensitive period in the life of each individual, it can be interpreted as the critical period. This time is accompanied by intense emotion, a feeling of uncertainty, conflict and aggression. At this period society expects the adolescent to be independent and change their relationships with adults and find adjustment and job preparation (Dastbaz et al., 2014) While adolescents are often morose, pessimistic, short-tempered, and aggressive.

In fact, this period can be described as the conflicts one because adolescents try for intimacy yet they are afraid of it and they often avoid it. They rebel against controlling while they are in need of guidance and organization, they are usually shy and very egocentric and preoccupied with their world. In such circumstances, adolescents strongly feel instability and disorientation that is very stressful and anxiety provoking for them (Corey, 2010).

In contrast to the wide range of changes and transformations, acquiring proper strategies of adjustment for adolescents is very important that a deficiency in this area can be followed by detrimental consequences including abnormalities, insecurity, personality problems, emotional problems, behavioral disorders and delinquency (Nina, Sylvie, and Kimberly 2012). In this respect, Paul (2004) also believes that adjustment involves changing and being changed and it is an attempt towards suppressing tensions in effective ways and this is of utmost importance when it comes to adolescents that deal with the stress of their puberty period.

Present researches show the relationship with adjustment. The degree of adjustment depends on various personal and environmental factors. Some

researchers believe that internal resources are effective in achieving adjustment and they even decrease or remove the effect of external undesirable factors on individuals (Nasihatkon, 2010; Nelson and Thomas, 2007) according to (Holmez and Rahe 1997; quoted by Akbari, 2010) what is very important in adjustment is the system of individual beliefs that is most important and prominent. The existing evidence in the field of adolescents studies show that the increase in adjustment has significant effect on the mental health components of adolescents, academic achievement and as well as how to choose the approach in the critical condition he is entangled (Muris, 2009; Pajaes, 2010). Arip et al. (2011) also emphasized this idea that because of the importance of adjustment in the academic and social life of adolescents, it is necessary that these variables improve in acceptable ways in them.

Therefore, we should look for ways that this group feels more pleasure, satisfaction, happiness and success. Self-esteem in adolescents affects all aspects of their lives and it also has significant effect on their attitudes towards their abilities. Among different Therapeutic approaches, reality therapy will be identified more than other approaches for dealing with adolescents in educational settings (Pruchaska & Nurkras, 2007). One of the major concepts in reality therapy is an emphasis on individual responsibility that helps through counseling or teaching children and adolescents to accept their life responsibilities and in this way, they can control their lives more effectively (Stoebe and Rambow, 2007). This approach is organized towards assisting children for planning and making them committed to a plan that will improve their lives. When the life path of a child or the

behavior he adopts in this path is not favorably efficacious, training reality therapy helps the individual benefit from a more efficient behavior (Shafi Abadi and Naseri, 2011). For instance, Teachers can help students understand the hard work and success in education are useful for them and assist them in experiencing more responsibility in different conditions (Prout and Brown, 2011).

The cornerstone of Glasser's therapy theory is that man chooses his own behavior, and even feelings that are not directly chosen, but they still have to be chosen (Wubbolding, 2004). The objective of reality therapy is to teach people how to make effective choices to manage their life, and be prepared to cope with stress and problems of life by developing one's abilities (Kim, 2008).

The carried out Research in different parts of the world shows the effectiveness of reality therapy on a variety of factors, psychological problems and disorders such as adults' depression (Bhargava, 2013), individuals' flexibility (Sadatberi et al., 2013), increasing happiness (Ismaeeli Far et al., 2013), reduction of stress and anxiety (Aalsevalmeh and Asemadi, 2012), trauma (Turner, 2009), improving the academic performance (Kianipour and Hosseini, 2012), social responsibility (Kim, 2002), and general health (Ahadi et al., 2009).

Using group Reality Therapy is based on a set of research findings that Points out that an individual under the incentive effects of group brings about some changes in himself. While Group activities make the individual aware of the previously unknown problems causes Peace and comfort in that person because he comes to the conclusion that others have the same problem or problems (Wubbolding et al., 2004). The philosophy behind choosing the method from Moreno's view is this fact that man is born in group, gets sick in group, so why not treated in group. Group Consultation is an intrapersonal process in which members discover themselves members through communication with others while trying to modify their attitudes and behaviors (Shafi Abadi & Naseri, 2011). Sanaei Zaker knows group counseling functions in some issues including: creating hope, generality, data transfer, altruism, group solidarity, emotional discharge, social skills development, imitative behavior, learning signs and factors, therapy review of the family primary group (Kakiya, 2010).

Ebadiyan (2006) showed in a research that students who participate in group counseling based on Glasser choice theory enjoy higher general health, and their academic performances are substantially enhanced. The research of Safar Pour et al. (2011) also showed that group counseling has had a significant effect on increasing social adjustment of orphaned

adolescents. In the research done by Karimi (2009), group counselling caused the aggression of maladjusted students decrease comparing to the control group. Research done by Wallerstedt & Higgins (2000) showed that training group therapy helped clients understand what are their abilities and what they can do, and use different ways to communicate with others therefore reach to the suitable adjustment. Eslami et al. (2013) investigated in a research about the effectiveness of group reality therapy on adolescent with maltreated parents in Mashhad and concluded that Reality therapy group is effective in improving the quality of life and happiness and life satisfaction of adolescents' maltreated parents. Corcoran (2006) also concluded in the treatment group compared with conventional therapy that the treatment group had a greater impact on reducing stress and improving attitudes and behavior. In addition, the research of Lisbeth et al. (2010) showed that group counseling approach has been effective on the self-efficacy and adjustment of isolated school children.

Since in this study, the students get familiar with the choice theory, thus the question arises Does the use of group counseling and with the use of abstract reality therapy that is Glasser's choice theory (reality, responsibility, right and wrong affairs in life, self-identity, self-control, focusing on the present and planning for the future, individual' wishes in life, accountability, constructive and destructive habits, success and failure identities) can add to the adjustment of the students? Based on the theoretical foundations, assumption of this study are:

- Main hypothesis 1: Group counselling based on Glasser's choice theory is effective in increasing the degree of general adjustment of students.
- Sub-Hypothesis 1-2: Group counselling based on Glasser's choice theory is effective in increasing the degree of emotional adjustment of students.
- Sub-hypothesis 2-2: Group counselling based on Glasser's choice theory is effective in increasing the degree of social adjustment of students.
- Sub-hypothesis: 2-3: Group counselling based on Glasser's choice theory is effective in increasing the degree of educational adjustment of students.

METHODOLOGY

Research method, statistical population, and sample:

This research was experimental with pretest-posttest design by control group that its independent variable is group counseling based on Glasser choice theory and its dependent variable is adjustment and its component. Its statistical population consisted of all male students in junior high schools of Tehran's

district 6 education and training in 2007-08. In order to conduct this research, by referring to the Department of Education District 6 and random selection of Pandi Martyr School, the researcher implemented the Sinha & Sing inventory for all second grade students, a total of 128 students. About 20% of students' scores showed maladjustment (scores above the cut point) that the last 24 students selected randomly and divided into two groups of 12 students, and then again "experimental group and control group were randomly determined. The titles of the sessions are given in Table 1.

Instruments

Adjustment inventory of high school students (AISS): the inventory compiled by Sinha & Sing (1997) has 60 items and distinguishes students (14 to 18 years of age) with good adjustment from students with weak adjustment in overall adjustment and three domains of emotional, social, and educational. Sinha & Sing (1997) have reported the reliability coefficient of this scale by split-half for the total scale 95%, and for the emotional scales 94 %, social scales 93%, and educational scales 96%. Karami (2003) translated this inventory in Iran and obtained its validity and reliability. Reliability coefficient of the test with the split-half method for the whole inventory

is 95%, and for its subscales that are emotional, social and educational are 94 %, 93 %, and 96 %, respectively. In addition, for the test-retest method of the whole test is 93 %, and for the subscales of emotional, social, and educational are 96%, 90%, and 93%, respectively. Two questions of this inventory are: When some students are talking together, do you join them freely? Do you participate in class discussions?

Methods and Analysis

Control Group received group counseling based on Glasser's choice theory for 12 sessions, per week for 2h, but the control group did not receive any group counseling during this research. At the beginning of the course, both groups of responded to students' adjustment inventory. Sessions plans were arranged in a way that they do not interfere with the main courses of students. At the end of the sessions and after a week, the researcher attempted to run the post-test (students' adjustment).

At the end of the sessions, post-test were performed on both groups. The analysis of the raw data from the study was performed by SPSS software using t student analysis. The effect of pre-test was taken from post-test scores were removed, and then two groups were compared with respect to the adjusted average.

Table 1. Titles of sessions relating to the group counselling based on the Glasser's choice theory

Title of sessions	Training sessions
Objectives: acquaintance, introduction, explanation of the group regulations (cooperation, regular attendance, and confidentiality)	Session 1
Objectives: success and failure identities	Session 2
Objectives: investigation of the beliefs system	Session 3
Objectives: breaking seven destructive and harmful habits in the interpersonal relationship	Session 4
Objectives: accountability and responsible behavior	Session 5
Objectives: investigation of desires and goals	Session 6
Objectives: orientation	Session 7
Objectives: self-evaluation	Session 8
Objectives: planning	Session 9
Objectives: external and internal controls	Session 10
Objectives: commitment and respecting the regulations	Session 11
Objectives: investigating and summarizing the previous sessions and after the post-test	Session 12

RESULTS

In this section, research findings are investigated.

Main hypothesis:

Group counselling based on Glasser's choice theory is effective in increasing the degree of general adjustment of students.

With reference to the t table and by paying attention to being one-ranged research hypothesis with 20 degrees of freedom at the significance level of

0.01, the amount of t in the table is 2.52 and because the obtained t that is 3.75 is more than the t of table, based on this assumption zero is rejected and the alternative hypothesis is confirmed and we conclude that (with the confidence level of 99%) group counselling based on Glasser's choice theory is effective in increasing the degree of general adjustment of students. Other hypotheses:

Group counseling based on Glasser's choice theory is effective in increasing the degree of emotional adjustment of students.

Table 2: t-test, the comparison of average scores of general adjustment of both experimental and control groups at the pre-test and the post-test

Variable	Control's average	Experiment average	amount t value	Degree of freedom	Error level p	Number of controls	Number of experiments	Control's SD	Experimental SD	Louvin test	Degree of freedom	Error level
Difference of adjustment scores	0.42	-7.30	3.75	20	0.00	12	10	4.23	5.42	0.38	20	0.55
	24.58	24.7										
	25.00	17.4										

Table 3: t test, the comparison of average scores of emotional adjustment of both experimental and control groups at the pre-test and the post-test

Variable	Control's average	Experiment average	amount t value	Degree of freedom	Error level p	Number of controls	Number of experiments	Control's SD	Experimental SD	Louvin test	Degree of freedom	Error level
difference of emotional scores	0.42	-2.20	3.36	20	0.00	12	10	2.02	1.69	0.91	20	0.35
	7.75	7.30										
	8.25	5.10										

With reference to the t table and by paying attention to being one-ranged research hypothesis with 20 degrees of freedom at the significance level of 0.01, the amount of t in the table is 2.52 and because the obtained t that is 3.36 is more than the t of table, based on this assumption zero is rejected and the alternative hypothesis is confirmed and we conclude

that (with the confidence level of 99%) group counselling based on Glasser's choice theory is effective in increasing the degree of emotional adjustment of students.

2. Group counseling based on Glasser's choice theory is effective in increasing the degree of social adjustment of students.

Table 4: t test, the comparison of average scores of social adjustment of both experimental and control groups at the pre-test and the post-test

Variable	Control's average	Experiment average	amount t value	Degree of freedom	Error level p	Number of controls	Number of experiments	Control's SD	Experimental SD	Louvin test	Degree of freedom	Error level
difference of social scores	0.42	-1.90	2.86	20	0.01	12	10	1.78	2.81	0.94	20	0.34
	7.75	8.40										
	8.67	6.50										

With reference to the t table and by paying attention to being one-ranged research hypothesis with 20 degrees of freedom at the significance level of 0.01, the amount of t in the table is 2.52 and because the obtained t that is 2.86 is more than the t of table, based on this assumption zero is rejected and the alternative hypothesis is confirmed and we conclude

that (with the confidence level of 99%) group counselling based on Glasser's choice theory is effective in increasing the degree of social adjustment of students.

3. Group counselling based on Glasser's choice theory is effective in increasing the degree of educational adjustment of students.

Table 5: T test, the comparison of average scores of educational adjustment of both experimental and control groups at the pre-test and the post-test

Variable	Controls average	Experiment average	amount t value	Degree of freedom	Error level P	Number of controls	Number of experiments	Control's SD	Experimental SD	Louvin test	Degree of freedom	Error level
difference of educational scores	-1 9.08 8.08	-3.20 9.00 5.80	1.97	20	0.06	12	10	2.49	2.74	0.17	20	0.69

With reference to the t table and by paying attention to being one-ranged research hypothesis with 20 degrees of freedom at the significance level of 0.01, the amount of t in the table is 2.52 and because the obtained t that is 2.86 is more than the t of table, based on this assumption zero is rejected and the alternative hypothesis is confirmed and we conclude that (with the confidence level of 99%) there is no significant difference among the compared indices and group counselling based on Glasser's choice theory is effective in increasing the degree of educational adjustment of students.

DISCUSSION AND CONCLUSION

The results of the present research showed that performing the training sessions of group reality therapy led to the increase in adjustment in participating students, in fact reality therapy could increase general, emotional, and social transitions, respectively but it didn't have a significant effect on educational adjustment of experimental group compared with control group. Reality therapy is an approach that can be used for school problems and academic issues and various studies have shown the effectiveness of reality therapy in school problems.

In explaining the obtained results, it could be said that students who participated in the group reality therapy sessions could look for useful and effective solutions instead of involving in problems and repeating the maladjusted strategies. They sought to increase their capabilities for the proper control of tensions and select suitable strategies for solving their problems and getting more adjusted in the long run. it seems that problems are simply maintaining themselves and since clients imagine the problems as they happen, they submerge in the problems to the extent that they cannot see the solutions right in front of them. Therefore, by changing the perspective of clients and focusing more on responsibilities suitable ground for constructive changes will be provided (D' Sharez, 1991).

According to the theory of Glasser, humans should take their responsibilities for a change and if

clients have taken some actions that caused to fail in achieving their desires, they should do something differently. In the process of reality therapy, an issue that is much emphasized is that individuals should have a moral judgment about the rightness or wrongness of their actions. The criterion for this judgment is being useful actions in satisfying requirements and then if they identified their current practices inefficient in meeting the needs, they should have a detailed step-by-step plan and adhere to it for the new behaviors that lead them to their own purposes.

It should also be remembered that Students cognitively understand the importance and usefulness of their educational activities. But it cannot be expected to accept it as a mental deep belief and have the necessary motivation to do it before seeing a part of its positive impacts on one's life. It is attempted in reality therapy by taking responsibility for creating new behaviors that will lead to successful experiences helps to create a sense of self-efficacy or in other words creating a successful identity is promoted. However, Glasser believes that in order to experience the adjustment, students should observe the fruits of new behaviors which they are undertaken in that group. They need to experience success to get a different feeling than before, and understand the effect of these behaviors on the satisfaction of their basic needs too. In that case, they can have more adjustment at school. Therefore, it seems this result is influenced by the short-term length of the group.

Kakya's research (2010) has been successful in training accountability in the reality therapy way over reducing students' identity crisis.

Shafi Abadi et al. (2010) demonstrated the effect of reality therapy approach on reducing anxiety in students. Mehrbakhsh ' studies (2010) also showed that group counseling is effective with Glasser approach in students' adjustment in academic domain. Also, the findings of the study are consistent with studies done by Alexander (2007) and Wubbolding (2004), Lisbeth et al. (2010), Corcoran (2006), Eslami et al. (2013), Wallerstedt & Higgins (2000), SafarPour et al. (2011), and Ebadian (2006).

In this respect, Procheska & Nurkras (2007) also believed that this approach can be used in almost all behavioral disorders and treatment patterns and its short-term focus, particularly for the treatment of mild disorders and adjustment disorders will be found helpful.

This study totally demonstrated that group counseling based on Glaser's choice theory had a positive impact on the overall adjustment, social and emotional performances of male students in junior high schools, therefore because of the brief reason and short-term period as well as the high effectiveness of this approach in educational and therapeutic milieus, the school counselors, teachers of youth culture and the people who are active in the field of education, are recommended to take advantage of the results of this research to assist in the proper development of adolescents. However, this research is faced with limitations such as the closure of schools, and because of that there was no possibility of a follow-up study, therefore, it is recommended in subsequent studies, follow-up study includes in the research designs in order to provide stability of changes over time. The participants in this study were male students from Tehran's junior high schools, so generalizing it to female students in other grades and other school districts should be made with caution.

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