

The effectiveness of group counseling with reality therapy approach on personal identity and common health of female students in art Schools of Tehran Education Department -District 16

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Abstract. This research has studied the effectiveness of group counseling with reality therapy approach on those students who are not in desirable common health condition and suffer from identity crisis, based on our pre test .students were guided by taking part in group meetings and discussing about basic necessities in life like education. Job, gender identity ,planning and aiming to achieve a successful identity.and mental health result of which is success in education.

The investigating method of sampling society: 34 subjects of this research have been chosen from art school students randomly .These subjects have shown high identity crisis based on personal identity questionnaire. Meanwhile ,according to common health questionnaire, their mental health was not in a suitable condition as well.This sample by using the method of even-odd, were put in test and control groups. Test groups took part in 10 nonstop meeting of group counseling, lasting 90 minutes. At the end of meetings ,all groups (control .test)answered the identity crisis and common health questionnaires as a post-test. In order to analyze the obtained data from group's pre and posttest and since two groups were effected by independent alternative,the Variance analyzing statistics test was used. Based on the obtained achievements both hypothesizes in this investigation were confirmed. It means that: group counseling with reality therapy approach was effective on identity crisis and common health of art school female students and considerably has decreased the identity crisis and improved their common health.

key words: identity crisis .Common health

1.Introduction

Paying enough attention to and loving young people , is very important for their mental health and their growth .Some people , in some times of their lifetime, especially in their teenage years, were deprived from others` love, affection, discipline , enough and sincere attention specially their teachers (Erikson ,identity crisis & negative identity ambiguity & bewilderment), therefore, they dont accept responsibility and that's why ,they suffer from role confusion (Glasser 1999, translated by Hooshmand 1379).This confusion can lead to teenager lower self-esteem.His.Her ethical independence will be immature, he.she find difficult the sense of responsibility in the face of life and its issues ,he will be erratic in terms of thinking, he will be prone to drug abuse and addiction also he will

remain unstable and weak pledge in friendship and harmonizing with the community. (Rabbani 1381).In order that a peson obtain successful identity ,he should have a sense of valuable and loving and being loved ,providing these 2 feeling will be first family`duty and then scholl will complete this role.Failure identity initiates at the time of entering school,because in our schools, these 2 basic needs wont be satisfied.

Namely, there isn't loving relationship that should exist between staff and children there (Glaser, 1994 Translation Hamzah, 1373).

Reality therapy is a set of theoretical and practical principles which was proposed by psychiatrist William Glasser in 1950s. And in 1965, its basis was published in Reality therapy in organized and coherent way. Reality therapy is a kind of

psychotherapy in which its attempted to help person to solve his problem ,by considering the concepts of reality, responsibility and true and untrue affairs in his life.

In this theory ,the terms “Personality “ and “identity” are applied almost equivalent.Identity is divided into 2 components of success identity and failure identity.Glaser believes that every person has an expected identity , by which he feels relatively success or failure.

He knows the identity as an image that a person have for himself , and this image may be the same as or different from the images that others have toward him. At the beginning, the identity of all children will be considered success identity , however after that, in years 4 or 5 , failure identity will appear .In other words , formation of failure identity is concurrent to the age that child start going school.Glaser believes that people who have the same identity attract each other and who have heterogeneous identity ,reject each other.In other words, people who have successful identity have close relationship with eachother and support eachother`s identity , the same is true for people who have failure identity.(Behnam & Ravaaee).

Family and education system undertake a heavy and critical responsibility in this field, and they should provide a proper medium for students` personal identity growth and their mental health.In some teenagers , academic failures result in they feel failure, and so , they may lose their hope for having a successful and bright future also they lose their impetus and motives for continuing their education.In many cases, in order to prevent they leave school also their family persistence , they have to continue their education and enter to technical and vocational training centers and art schools. Following these tensions and its concurrence with physical and mental evolution and changes , puberty and lack of independency and incorrect recognition of one`s identity , many conflicts with be made in teenager , result of which , is creating and exacerbating identity crisis and finally endangering their mental health.

In a research ,Hosseinpoor (1384) studied the effectiveness of group counseling by reality therapy method on identity crisis reduction among girl and boy students in SHAHROOD city.The subjects in this study were 16 girls and 16 boys.Also , KALANTARHORMOZ(1384), in his research , have studied the group counseling on the basis of Glaser`s reality therapy on identity crisis among girl students at risk , in Tehran high schools –district 8.Also , the effectiveness of this approach have been studied in

meeting the criteria establishing identity crisis including the problems of having targets and determining the long term goals , not having positive attitude toward oneself , ignoring ethical and moral values, lacking group royalty ,inappropriate sex behaviors, lacking religious identity acquisition and uncertainty inchooisng job. Statistical society in this research were girl students of first and second grade of public high schools in Tehran.Glaser(2002)have made a research named”The effect of Choice theory and quality school principles” on students and school staff”.He has done this research on all students and staff.In Hosseinpoor`s research, the subjects simultaneously girls and boys in a small city like SHAHROOD have been studied.The problems and issues of 2 gender in the same environment , were different , and study of identity crisis amount in 2 opposite gender (sex) have different components and need special care and attention and its possible that, little but important issues and things, that are important in one sex ,be ignored , and on the other hand,Shahrood city will be different ,considering population, facilities, geographical condition, entertainments,...and as a result ,difficulties and issues of identity crisis.In research of KALANTARHORMOZ, the statistical society are girls in high schools of district 8 in Tehran.It should be noted that in some teenagers ,educational failures leads to failure sense in them so they lose their motive for continuing education.In most cases , in order to prevent leaving school and family persistence , they have to continue school and enter to technical and vocational training centers (art school).Which in turn , is different from issues and subjects of high schools that are studied in this research.Also Glaser research is very different regarding culture , customs and issues and problems, from Iran.In addition to mentioned subjects , time passing and its changes and evolutions have made anxiety , worry and self confidence reduction among students .Thats why it is decided to perform this research in art schools of Tehran.In order to take ,even short, step in decreasing identity crisis and increasing common health of girl students in art schools of Tehran.

2.Research history

-Hosseinpoor(1384) studied the effectiveness of group counseling by reality therapy method , on reducing identity crisis of girl and boy students of SHAHROOD CITY.Subjects in this research , were 16 girls and 16 boys that based on identity personal

questionnaire test , indicated most crisis.The results indicated that group counseling with reality therapy resulted in identity crises decrease in students.

-Kalantarohormoz (1384) also in this research , have studied group counseling based on Glaser reality therapy in identity crisis among at risk girl students in high schools of district 8 of Tehran.Also the effectiveness of this approach have been studied in meeting the criteria establishing identity crisis including the problems of having targets and determining the long term goals , not having positive attitude toward oneself , ignoring ethical and moral values, lacking group royalty ,inappropriate sex behaviors, lacking religious identity acquisition and uncertainty in choosing job.

The statistical society of this study , were girl students of first and second grade in public high schools of Tehran, that 2 high schools were chosen randomly and were placed in 2 groups of control and test .After exposing the test group to independent variable , it was observed that there is a considerable difference between at -risk girls who received group counseling and the girls who didn't receive it.

Glaser (2002) made a research named “ the effect of choice theory and quality school principles on students and staff.He has done this research on all students and staff and concluded that through performing this theory and quality school principles , they can help students with problems specially failed ones ,to achieve academic success.

Society and research method

Under studied society in this research were all girl students who were studying in one of girls art schools at district 16-Teharn and were at the age domain of 15-16 years old.This research plan was half-experimental and the pre and post test is with control group.34 participators in this research responded to personal identity and common health questionnaire, before and after holding reality therapy meetings.

In order to choose the research school, they have used the multi-stage cluster sampling method.First, among the name list of girls art school in district16 of tehran education system, 4 art school (2 technical and 2 vocational training centers), then from each school , one class was selected randomly and the personal identity and common health questionnaire was performed on all of them. After choosing the subjects by this purposeful method,they were taken in two control and test groups by even-odd method randomly .Then , during 10 sessions , that every session duration was determined one hour and a half ,test groups were exposed to independent variable of

group counseling with reality therapy and the control group were left unchanged .At the end of 10th session, the personal identity and common health questionnaire was performed simultaneously on all groups.

3.Intervention program and performing independent variable

Session one: group members being familiar with each other and the counselor, making close and emotional relationship, being familiar with given programs , goals ,properties , regulations of sessions based on Glaser theory.

Session 2: recognizing basic needs and desires of group members based on Glaser's reality therapy approach

Session 3: Explore the mental world of subjects, making them aware of the issue of the behavior selection and control and accepting responsibility of selected behaviors.

Session 4:Turning subjects` attention to having goals in life, having purposeful spirit and having hope for future.

Session 5: Study the members attitude toward their gender and providing a proper field for acquiring sexual positive identity and accepting the responsibility of their gender roles.

Session 6: subjects being familiar with how to communicate with others sincerely (family,peers and friends and teachers) in order to strengthen interpersonal relationships and social identity.

Session 7: Turning subjects attention to the importance of education and positive and negative consequences of academic success or failure.

Session 8: subjects being familiar with how to plan for education, the necessity of planning and its impact in achieving future goals.

Session 9: subjects being familiar with proper methods of study and learning.

Session 10: Turning subjects attention to job and employment importance and its effects on life.

4.Research results:

Data descriptive analysis

Table 1 indicates descriptive statistics including average,(mean), standard deviation and variance for identity crisis variable in the pre-test and post-test in both control and experimental groups.

Table 1
descriptive statistics for identity crisis variable

Variance	Standard deviation	Mean	Sample number	Groups	Test
771.22	772.4	32.11	34	test	Pre-test
872.27	279.5	35.11	34	control	
244.17	153.4	29.8	34	test	Post-test
987.29	476.5	21.12	34	control	

The results of table 1 , indicate that mean scores of personal identity for test group in post-test 8.29 and the mean scores of personal identity for test group in pre-test was 11.32.This means that mean scores of students in pre and post test was different and their mean score in post-test is less than pre test.

Table 2 indicates the descriptive statistics including Mean, standard deviation and variance of common health during pre and post test in 2 test and control groups.

Table 2
descriptive statistics of common health variable

Variance	Standard deviation	Mean	Sample number	Groups	Test
357.268	382.16	35.31	34	Test	Pre test
607.190	806.13	62.30	34	Control	
447.179	396.13	65.22	34	Test	Post test
911.227	097.15	29.31	34	Control	

The results of table 2 indicate that mean scores for deterioration of common health for test group in post –test is 22.65 and for test group in pre-test is 31.35.Meaning, the mean score of students in pre – test and post-test is different and their mean score in post test is less than pre-test.

Inferential analysis of data

First hypothesis :

Group counseling with reality therapy approach is effective on identity crisis of girl students of art school.

Table 3
summary of the covariance analysis test for identity crisis variable

Square 1	Observed exponent	Significance level	F	Degree of freedom df	Total squares	Variable
273.0	998.0	001.0	365.24	1	312.257	Identity crisis

The results of table 3 indicates that after adjusting pre-test scores , there was significant effect between group subjects and the amount of identity crisis of test group after performing group counseling 8.305 with reality therapy approach ,with the amount of identity crisis of control group 12.195 , shows significant decrease statistically .(p=0.001), therefore

, group counseling with reality therapy approach was effective on students identity crisis.

Second hypothesis:

Group counseling with reality therapy approach was effective on common health of art school girl students .

Table 4
the summary of covariance analysis test for common health variable

Square one	Observed Exponent	Significance level	F	Degree of freedom df	Total squares	Variable
241.0	994.0	001.0	608.20	1	324.1441	Common health

The results of table 4 suggests that after adjusting the pre-test scores , there was significant factor effect between group subjects and the mount of deterioration of common health for test group after performing group counseling with reality therapy

approach 22.365 comparing with its amount in control group 31.576 indicates significant reduction statistically.(p=0.001), therefor , group counseling with reality therapy approach , was effective on students common health.

Based on the results of covariance analysis, group counseling with reality therapy approach in post test stage , resulted in significant reduction in common health deterioration and significant reduction of identity crisis in test group.

Discussion and conclusion:

Based on obtained results , group counseling with reality therapy approach in the post test stage , resulted in significant reduction of common health deterioration and significant reduction of identity crisis in test group. Findings of this research is in harmony with Glaser view about the effects of group counseling on acquiring successful identity also improving of teenagers common health. In other words , group counseling with reality therapy approach , is effective on the identity crisis of art school girl students and improves their mental health as well. This result is in line with Glaser view and other researches that are done in this field. Based on Glaser theory , because of the chance that is provided for communicating with others in group , in addition to therapist, group social environment can deepen the emotional involvement and care , greatly. Group

members also support each others and have a Sincere campaign to look at their personal lives.

Non-punitive atmosphere of group can make self-accountability

and the desire to offer special programs to create better behavior (Glaser, 1976).

Teenagers in group obtain this chance to communicate with peers and adults .They feel satisfaction and peace in group and show their emotions easily and can disagree with the considered subjects, express themselves and talk about their shortages, needs and interests. They can communicate with other members of group specially group leader , which results in discipline increase and making motives in life. Accordingly it increases the self confidence in them and so reducing identity crisis and improving their common health .

Findings of this research confirm the effectiveness of group counseling with reality therapy approach on reducing teenagers identity crisis also providing their mental health. Based on this, the principles and how to apply this approach is suggested not only by schools counselors but also by teachers and people who are in relationship with students.

Refrence

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