The Study on Academic Progress Incentive Creation through the Therapy Reality concepts, A Case Study: Secondary School Students in Sib & Suran City-Golstan Province

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ABSTRACT

Adolescence is one of the most critical and decisive period in the life of every person. People determine their own destiny by passing education in this period. One of the problems that plague the students in this period is reduced motivation especially achievement motivation and academic achievement.

In general, domestic and foreign researches have demonstrated that reality therapy is an effective method in a wide range of different areas such as: increasing public health (Ebadian, 2006), increasing self-esteem (Moradi, 2007), self-concept and decision-making (Lorense, 2004) as well as identity crisis (Calantari Hormuz, 2005) and reduced anxiety (Shafiabadi et al., 2004) so it is expected to be effective in achievement motivation and academic achievement.

This theory has been employed by counselors and teachers who were going to use Glaser basic ideas in the field of reality therapy in schools.

Outcomes of lack of achievement motivation and academic achievement are the problems we attempted to resolve in this study.

For years I was looking for the answer to this question that why students with the same IQ some have higher achievement motivation while some fall behind in school. Is there any solution to help students who encounter paradox (Students who want to have academic achievement, but they are not able to adhere to the implementation of educational programs). I didn't find any functional and successful solution for academic achievement of students with medium or high learning level who fall behind in school; however, scientific and technical training schools offer a variety of learning styles. This research aimed to study the effectiveness of reality therapy on increased achievement motivation and academic achievement of male middle school students in Sib & Suran County. This is a quasi-experimental and applied research.

INTRODUCTION

William Glasser, a famous psychiatrist is known for developing the terms "reality therapy" and "choice theory". In 1965, he proposed a new theory concerning psychopathology of behavioral and mental disorders and their treatment called it "reality therapy". Since 1965 he regularly, as with other theorists, tested "Theory of Reality Therapy" in various fields including education and human resource management leading to extend reality therapy and provide "choice theory" and its various applications. Following the publication of the book "Reality Therapy" which well received by professionals, Glaser established William Glasser Institute in order to institutionalize his teachings, maintaining its standards and ensuring accuracy and authenticity of techniques and skills of reality therapy. He wrote many books in the field of health care, mental health, qualitative education and strategic management which were
translated into several languages including Farsi. (Shafiabadi, Nasseri and Abdullah: theories of counseling and psychotherapy).

This theory has been employed by counselors and teachers who were going to use Glaser basic ideas in the field of reality therapy in schools.

Outcomes of lack of motivation in achievement and academic achievement are the problems we attempted to resolve in this study.

1. Lack of achievement motivation in middle school students has led the study to be of low value in the society and family
2. Lack of achievement motivation in students has increased dropout rate
3. Lack of achievement motivation in students has led to educational failure and decreased motivation in teachers
4. Lack of achievement motivation in students has increased anxiety in parents and teachers
5. Lack of achievement motivation in students has created a sense of difficulty in continuing education

For the above reasons, it is necessary to take steps to resolve these problems and increase students' achievement motivation. In this study, we intend to study one of the ways of increasing achievement motivation to examine its effects on increased future achievement motivation in students thereby we can increase achievement motivation using reality therapy techniques because there is a direct relationship between achievement motivation and academic achievement in students so that they can have a brighter future and take a step toward self-sufficiency.

Statement of the problem

For the students with medium or high learning level who fall behind in school to achieve academic achievement, I didn't find any successful practical and applied solution. Although scientific and technical training schools offer a variety of learning styles, in practice, many students don't have required motivations to employ such techniques against their will and goal they pursue. I just recently got acquainted with choice theory (reality therapy). Since this theory is based on motivating internal control, it seems efficient concerning accountability and behavior change. On the other hand, although seven principles are identified for treatment process, there is no single method to implement the principles and it differs depending on risk aversion and personality of the patient. So, successful treatment demands a lot of efforts. It is of note that in realism theories, the terms therapy, client and therapist don't imply a disorder or failure in behavior but it means one doesn't use his/her abilities properly to achieve self-actualization and perfection because when a person is sick he is not responsible for their behavior while in this theory one is in charge of all his actions and is solely risk averse.

Researches performed show that the higher the achievement motivation, the higher the individual success will be (Amir Afeshari, 2001). Achievement motivation is considered as one of the basic requirements of learning; achievement motivation has significant effect on performance. According to many psychologists and educators including Bloom and Winner (1972) motivation is one of effective factors in the classroom and most educators agree with Bioglesky that motivation is likely to be a key factor in terms of academic achievement (Amir Afeshari, 2001).

Research question: Does reality therapy increase achievement motivation and academic achievement of middle school students?

Research purposes

The purpose of the study is to answer the following questions:

1) Does reality therapy increase achievement motivation in middle school students?
2) Does reality therapy increase academic achievement in secondary school students?

Hypotheses

1) Reality therapy increases achievement motivation in middle school students
2) Reality therapy increases academic achievement in secondary school students

Definitions of terms

a. Academic achievement- It means that students can obtain higher score and grade point average in post test than pretest of written tests.

b. Achievement motivation- Achievement motivation is to obtain high scores on Hermens achievement motivation test. In this test, higher score means higher achievement motivation and lower score means lower achievement motivation.

c. Reality therapy- Reality Therapy means that using choice theory (Reality Therapy) and teaching its concepts we can increase achievement motivation and academic achievement in middle school students.

Studying reality therapy

Reality therapy is a strategic approach to behavior change; so to clarify it first choice theory should be described. In psychology, different approaches such as behavior therapy, cogitative therapy, psychoanalysis, etc.
are active in the area of behavior change. Behavior therapy focuses on changing behavior through learning principles and cognitive therapy focuses on changing individual behavior and improving his/her mental health status from negative to positive using the principles of cognitive science (Seif, Aliakbar, 2006). As with other psychological approaches, reality therapy is for behavior change of psychiatric patients in the first place, and then helping to change the behavior of clients, students and other individuals.

"Reality Therapy" is a set of techniques, methods and tools in order to help people to move from dysfunctional behaviors to efficient behaviors, destructive to constructive choices, and above all, an unhappy lifestyle to a happy lifestyle; other psychological approaches also use their own methods to change the behavior of the clients.

In fact, reality therapy is a theory of psychotherapy originated from mental hospitals for treatment of psychosis and schizophrenia patients.

Glaser heard Deming's talks by chance, Father of Japanese quality management, who transformed Japan, and found that Deming talks about management which has incorporated in his own theory. Following the dialogue between the two authorities and the publication of a joint book, Glaser extended choice theory to work place: the important question was that why in, for example, the same news agency, one correspondent works well and the other works carelessly? Why an employee works longer hours compassionately while another one just hand the card? Why a factory is profitable while the other is not? According to Glaser, it depends on the knowledge of choice theory the manager has.

**The Ten Axioms of Choice Theory**

1. The only person whose behavior we can control is our own.
2. All we can give another person is information.
3. All long-lasting psychological problems are relationship problems.
4. The problem relationship is always part of our present life.
5. What happened in the past has everything to do with what we are today, but we can only satisfy our basic needs right now and plan to continue satisfying them in the future.
6. We can only satisfy our needs by satisfying the pictures in our Quality World.
7. All we do is behave
8. All behavior is Total Behavior and is made up of four components: acting, thinking, feeling and physiology (body functions or physical sensations)
9. All Total Behavior is chosen, but we only have direct control over the acting and thinking components. We can only control our feeling and physiology (physical sensations) indirectly through how we choose to act and think.
10. All Total Behavior is designated by verbs and named by the part that is the most recognizable, e.g. depression (noun), depressing (verb); fear (noun), fearing (verb).

As noted above, according to choice theory all we do is behavior and all our behaviors targeted to a goal; we don't do a behavior without a goal in mind. What is goal? Goal is our smallest to biggest behavior to satisfy five instinct needs.

The needs have the following features:

1. natural, not learned
2. general not specific
3. Universal, not affiliated with a culture

**RESEARCH METHODOLOGY**

The present study is a quasi-experimental research performed as pretest - posttest with a control group. Teaching concepts of reality therapy theory or choice theory was considered as independent variable and achievement motivation and academic achievement as dependent variables. The reason for choosing this method was to determine cause and effect relationship between phenomena and the researcher tried to find the cause of increased achievement motivation and academic achievement. The design has the advantage of controlling all the variables of internal validity. In this study, we intended to increase achievement motivation and promote academic achievement in male middle school students in Sib & Suran County who have medium achievement motivation by teaching them the choice theory.

**Statistical population**

The study sample included all male students of middle schools in Sib & Suran city who were studying in academic year of 91-92 (the total number of 2100).

**Sample and Sampling method**

In this study, random sampling was used so by referring to Sib & Suran city Education Management, statistics and names of middle school students were obtained which were 18 schools and 2100 students. Then 60 students were selected randomly consisting the sample of the study which were divided into two groups of 30, one was control and the other experimental.

**Research tool**

Hermans achievement motivation questionnaire
The questionnaire and research tool was formulated based on ten following features considering experimental and theoretical knowledge on need for achievement and studying related literatures.

1. Increase aspiration level
2. Strong motivation for upward mobility
3. Long term persistence against medium level difficulties
4. Willingness to exert effort to fulfill incomplete tasks
5. Time perception, the feeling that things happen quickly
6. Time perspective
7. Considering merits and competence in partner choice
8. Recognition through good performance at work
9. Doing work properly
10. Low risk behavior

This scale has been used in many studies as a valid tool to measure achievement motivation in research and clinical studies. In 1970, Hermans formulated this scale based on theoretical and empirical knowledge on the need for achievement and finally after numerous researches he selected 29 questions among 92 which have been employed for many years by many researchers. This scale was also considered by domestic researchers and used in several studies including Hooman and Asgari (2000) and Zekri (2002).

Validity and reliability

Hermans reported reliability coefficient equal to 0.82 by test-retest and 0.84 using Cranach’s alpha. He used structure reliability to examine test reliability and used correlation of the test scores with T.A.T test scores as a hallmark and reported a significant relationship. In addition, he also used internal consistency and correlation of each question with total score as criteria; above correlation for 29 scale questions was between 0.30 to 0.75 which were all significant (Zero, 2002).

Considering above report, reliability and validity of scale is favorable based on psychometric indices (Sharifi, 1994). In addition, in the preliminary study correlation of students’ scores in achievement motivation and academic achievement was significant.

Hermans used content validity to estimate test reliability which was based on previous researches. He also estimated correlation coefficient of two questions by achievement-oriented behaviors indicating high reliability of the test \( r = 0.88 \) (quoted by Tamanee far et al., 2011). In the study performed by Tamanee far et al. (2011), two methods of cronbach’s alpha and test-retest after three weeks were used and reliability obtained 0.82 and 0.85 respectively. This data shows good reliability of the questionnaire.

Data analysis

To analyze data, two methods of descriptive statistics (frequency distribution graphs and tables and different central and dispersion indices) and inferential statistics using the statistical software SPSS was used.

In pretest-posttest analysis by control group, two following methods were used:

First method: comparison of averages by parametric t-test and non parametric tests of U Mann Whitney and mean.

Second method: this is better than the first method and is covariance analysis.

We also used covariance analysis for closer analysis of data.

<table>
<thead>
<tr>
<th>Table 1: The sex of subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>50</td>
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<tr>
<td>50</td>
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<td>100</td>
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</tbody>
</table>

In Table 1, it is seen that 50% of male subjects are in control group and 50% of male subjects are in experimental group.

<table>
<thead>
<tr>
<th>Table 2: Grades of subjects</th>
</tr>
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<tbody>
<tr>
<td>Percent</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>25</td>
</tr>
<tr>
<td>33.33</td>
</tr>
<tr>
<td>41.67</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

In Table 2, it is seen that 25% of subjects are in the first grade, 33.33% in the second grade and 41.67% in the third grade.

<table>
<thead>
<tr>
<th>Table 3: Residence status of subjects</th>
</tr>
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<tbody>
<tr>
<td>Percent</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>71.67</td>
</tr>
<tr>
<td>28.33</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>
Considering Table 3, it is seen that 71.67% of subjects reside in villages and 28.33% in the cities.

### Table 4: Descriptive index

<table>
<thead>
<tr>
<th>Maximum</th>
<th>Minimum</th>
<th>Standard Deviation</th>
<th>Average</th>
<th>Index</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>12</td>
<td>1.28</td>
<td>13.7</td>
<td></td>
<td>Age</td>
</tr>
</tbody>
</table>

Default of multivariate analysis of variance is estimated using Levin test if there is equal variance and normal distribution of scores of subjects. If F value is significant in the level of $\alpha=0.05$, it means lack of data normality or equal variance so parametric test can’t be used. Otherwise, if Levin test is not significant, multivariate analysis of variance is used. So considering insignificance of Levin test, multivariate analysis of variance is used.

### Table 5: Mean scores of pretest-posttest of achievement motivation in groups

As shown in the Table 6, F values observed for achievement motivation and academic achievement by teaching the concepts of reality therapy are 48.583 and 13.190, respectively which are both statistically significant. Based on the average of the two groups shown in Table 5, the experimental group has higher average than the control group. So it can be concluded that teaching the concepts of reality therapy increases achievement motivation and academic motivation in students.

### Testing research hypotheses

H1: Reality therapy increases achievement motivation in middle school students.

In the experimental group, average scores of Hermans achievement motivation test in pretest before intervention was obtained 84.97 and after intervention in posttest 98.63 and in control group, they were 85.03 and 89.73, respectively. According to above results, it is found that in experimental group, average posttest in achievement motivation increased significantly than pretest compared to control group. So it can be concluded that teaching concepts of reality therapy increases achievement motivation. As seen in table 4-6, F values for achievement motivation and academic achievement by teaching concepts of reality therapy are 48.583 and 13.190, respectively (in achievement motivation questionnaire, higher scores indicate higher achievement motivation and lower scores indicate lower achievement motivation).

H2: Reality therapy increases academic achievement in middle school students.

Considering academic achievement measured by students’ scores and GPA obtained in regular tests, average groups in pretest for experimental group were 15.60 and for control group, 15.22; it was 17.83 and 15.40 for posttest, respectively. So considering the results obtained, reality therapy increases academic achievement of middle school students.

It is also found that teaching concepts of reality therapy increases academic achievement of middle school students.

### Table 6: The results of covariance analysis of the effect of teaching concepts of reality therapy on achievement motivation and academic achievement.

<table>
<thead>
<tr>
<th>Significance</th>
<th>F</th>
<th>Mean square</th>
<th>Sum of squares</th>
<th>Degree of freedom (2)</th>
<th>Degree of freedom (1)</th>
<th>Index Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>48.583</td>
<td>2530.008</td>
<td>2530.008</td>
<td>118</td>
<td>1</td>
<td>Achievement motivation</td>
</tr>
<tr>
<td>0.000</td>
<td>13.190</td>
<td>45.633</td>
<td>45.633</td>
<td>118</td>
<td>1</td>
<td>Academic achievement</td>
</tr>
</tbody>
</table>
DISCUSSION AND CONCLUSION

One of the motivations studied before others are need for achievement or achievement motivation. We all know people who progress continually, is successful, earn huge money, invent and do seemingly impossible works. Such people have high need for achievement. Achievement motivation is defined as a desire or interest to a general situation or achievement in a particular field.

Rezaee.M (2010) in Ferdowsi University of Mashhad in a study compared the effectiveness of reality therapy approach which has been proven on adolescents for many times and cognitive-behavioral approach which is the most widely used approach for increasing assertiveness.

Toroghi (2011) in his research concluded that reality therapy increases self esteem in high school students.

Salisi. F (1989), IRIB Publisher, in a study showed that achievement motivation means competition to reach an excellent goal or goals in a condition in which the outcome is measured by success or failure measures. Achievement motivation is a subject received much attention of many researchers in the field of growth psychology and economic development and it has high position in social theories.

Achievement motivation can be in different economic, educational, cultural, artistic, etc. contexts and it is different in different people and cultures. It is of note that success isn't limited to business and manufacturing operations but achievement motivation is also important in educational fields, control on personal life, improved family relationship, love, health etc. Achievement motivation is of three dimensions; The first is related to the immediate effect of success, the other is related to other activities done for success and the third one is the cognitive dimension implying that it should be realized what people consider as the cause of success. Salisi conducted a research on achievement motivation on Chinese and English people living in Hong Kong.

In the present research, the effects of reality therapy on increased achievement motivation and academic achievement were studied. Achievement motivation was measured by Hermens achievement motivation test and academic achievement by regular and monthly tests during teaching the concepts of reality therapy. Having analyzed the results of the research, it was found that teaching the concepts of reality therapy has a positive effect on increased achievement motivation and academic achievement of middle school students of Sib & Suran city. Given to abovementioned, the more the achievement motivation, the more successful the person will be. In fact, achievement motivation is a desire for assessing one's own performance multilaterally with respect to the highest standards, effort for success in performance and the pleasure associated with being successful in performance. So it is necessary to teach the concepts of reality therapy in order to increase achievement motivation and academic achievement. It is obvious that in the today developed world one of the signs of success is academic achievement without which development of a country is impossible. There is a direct relationship between progress of each country and scientific and technological development in that country. Unless creative and thoughtful people are educated scientific development isn't realized. In addition to development and progress in the country, in high levels scientific development leads to employment, good position and consequently sufficient income. Students with academic achievement are treated with respect by the society and they participate in the community with more spirit and vitality so that high costs of dropout will be reduced.

Research conducted in this regard indicates that people are different by the need for achievement. Some people have a high level of motivation so they try hard to compete with others to be successful while others don't have much incentive to progress and success and aren't prepared to take risk to achieve success. Fear of failure usually hinders progress. Some people are more ambitious than others so they try more to achieve success.

Choice theory or reality therapy has a broad variety of concepts the effects of which are manifested in human behavior in different aspects; achievement motivation and academic achievement aren't exceptions. It can be said that the study of achievement motivation was originated from India and later transferred to other countries including United States. In this research, Hermans achievement motivation test was used to measure achievement motivation. As seen in table 4-5, average scores of achievement motivation in experimental group in pretest was 84.97 and in posttest 98.63; and for control group they were 85.03 and 89.73 respectively. It is seen that F values for achievement motivation and academic achievement by teaching concepts of reality therapy are 48.583 and 13.190, respectively; both are significant.

Considering the averages of two groups shown in the table, experimental group has higher average than control group. So, it can be concluded that teaching concepts of reality therapy increases achievement motivation and academic achievement in students. The results of the present study are consistent with the following research.
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