

The Effect of Responsibility Training by Glasser Method on Reducing the Crisis of First Grade Girl Students in High School in Bojnoord

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Abstract: The present study aims to examine the effect of training the responsibility by Glaser method on reducing the identity crisis of first grade girl students in high school section in Bojnoord. The research method is descriptive with a semi-empirical approach. The population universe of the present study is Hazrat Zainab girls' high school in Bojnord in 2015, among which a number of 35 students were selected by random for training the responsibility. The research tools in this study are the questionnaire of identity crisis along with personal information (demographic). This 24 items questionnaire is made and standardized by Ahmadi in 1999. The questionnaire has content validity, and has been used by Ramezani, Najm Abadi, Mousavi, Rezvani, Rouzbehani, Kalantari and Heidar pour for the last years and the results were satisfactory. In addition, the above questionnaire is approved by supervisor. The reliability of items was obtained by calculating the Cronbach's alpha equal to 0.816 which represented a good reliability. Analyzing data was by SPSS application using t-dependent test. Results showed that: training the responsibility by Glaser method is effective in reducing the crisis of first grade girl students in high school in Bojnoord. In addition, training the responsibility by Glaser method effects on setting the long-term goals, career choice, religious knowledge, moral values, group commitment, spirit of effort and innovation in first grade girl students in high school in Bojnoord.

Keywords: Responsibility, Identity Crisis, Responsibility Training.

Introduction

Future needs someone more responsible who is able to decide. One who could plan based on their needs not on someone else's planning (Satir, 2004). Young students of high school try to obtain individuality different from their parents and bring up constantly questions like "who am I?", "will I be successful?", and "will I be approved?" These students trying to gain personality, examine some behavior that they believe will show all they are self-governed and try to be the ruler of their surroundings and yet on the other hand hopelessly seek for evidences on their acceptance as an independent individual (Armstrong et al., 2005). Reality therapy knows identity as an integrated part of all people in all cultures which is continued from birth to death and is divided to two types of identity: success identity and failure identity.

Success identity is caused by those who could satisfy two basic and inherent requirements, the need to love and to be loved and the need to feel valued. Those who could not satisfy these basic requirements will cause failure identity and will be caught in anxiety and concern; in other words the need to have identity is of basic

and inherent requirements of all people and it is necessary for all to have success identity formed, in order to be less caught by mental disorders in ups and downs of life (Shafi'abadi & Naseri, 2007). William Glasser in his choice theory says: For obvious reasons everything we do is our choice which includes our feeling miserable. Others can neither make us happy nor miserable. We control our lives more than what we think. Choice theory believes that making proper relationships with people and the adoption of a sense of responsibility based on own decisions can reduce external controls and help people to control themselves and accept the responsibility of their own actions (Shafi'abadi & Naseri, 2007).

The sense of being unique comes with a deep sense of responsibility on what we want to make of us. This sense of responsibility is one of the personality characteristics of men including the acceptability, accountability and handling what is someone asked to take and they have the right to accept or reject (Columbus & Bane, 2005, quoted by Alipur, 2013).

Glasser (2008) states that people must take responsibility in order to feel better about themselves and their lives (Glasser, 2008).

Since teenage is the best time for learning, acquiring and blooming, growth and flourishing of teens is considered as important issues of contemporary world and the concerns of several governments. Various events, especially in the last three decades of the twentieth century in lifestyles, type of occasions and social conditions, have created broad changes in life style, ethics modeling and teenagers' relationship. The teen is the period of crisis. Identity crisis, the thirst for independence, Self-infatuation, boiling of imagination, orientation to physical and sexual patterns and transformations is the characteristics of this period. In this period, a teenager needs to have an independent identity, be accepted and differentiate themselves from others.

The years of puberty and teenage is the period of identity and personality formation, if a teenager passes this stage by health and do not interfere in their identity, will have a firm character and identity in adulthood. However, if they pass this stage with failure and instability, they will get into personality disturbance and identity disorder. Therefore, the effect of puberty and teenage on individual identity is irrefutable. After family, school is the second institution having an effective role on the process of socializing children and teenagers. The school is a process where training experiences, attitudes, successes or failures take place; Given that responsibility is an acquiring characteristic (Ahmadi, 1999).

Given that responsibility has an important role in educating teenagers and with impacts of modern technology and virtual world on teenagers, it has influenced the teenagers' sense of responsibility, thus taking into account the fact that the teenagers conscientiousness can help their Authority figure and bring them mental stability; therefore, responsibility training is a necessity for teenagers.

The researcher thus given the interests and the studies done is about to examine the effect of responsibility training by Glasser method on reducing the crisis of students identity, in this way provide scientific and practical suggestions for Senior managers and education planners to consider responsibility and crisis in teenage.

The importance and necessity of research

Responsibility has a beneficial effect on reducing the teenagers' crisis and a number of researchers have pointed to this. Raeisi studied the effect of group counseling on reducing the identity crisis of high school girls in areas 3 & 4 of Isfahan and concluded that the effect of group counseling on teenagers' identity crisis is meaningful and has reduced it. Mohammadi studied the role of assigning responsibility in consistency of inconsistency boy teenagers grade II and III of guidance school in Tehran and concluded that assigning responsibility is effective in consistency of inconsistent teenagers. English and Haws found positive results using reality therapy in reducing discipline problems, increase efficiency in school and enhance the sense of responsibility. Cant (2000) studied the relationship between Self-sufficiency and responsibility in a sample of ages 10-17 and concluded that aging causes more responsibility and increase of self-sufficiency and responsibility are positively correlated with each other.

Thus given the undeniable importance of responsibility in social life and the necessity of responsibility training to students and consequently preventing the results of irresponsibility and also examining the different methods and adopting the most effective way of education, the present study examines the effect of responsibility training by Glasser method on reducing the crisis of first grade girl students in high school in Bojnord.

Responsibility Training Model

This training model planned for helping the students and through enhancing the responsibilities of students and transfer exactly an important part of their decision-making to them, learns the students "being responsible". Helison training model adds individual and social responsibility, through providing appropriate time for children. Therefore, they can take the responsibility of their performances and their own life and learn how to pay attention to people's rights, feelings and other needs. This model helps students to be committed and

responsible and take their own and others responsibility. And also live with discipline and to show interest in the health of community. It emphasizes on the importance of individual effort and “autonomy” in order to achieve personal health and and respecting the rights of others, consider their feelings and caring for other people are introduced as the main factors to achieve social health. Don Helison described the results expected from his training model in consequent levels and as increasing goals. In this way, the students and teachers are assisted to recognize the results of their effort and behavior and to consider what it shortens the way to achieve the desired result. Teachers using the proposed levels of Helison as the foundation of their planning can design the curriculum learn and measure the students learning (Deb-west, 2005, quoted by Ajudan, 2005).

The reasons for the crisis of identity in teenagers

Identity for a teenager is a spiritual need and is considered as the five essential needs of man. To ensure this, there are two ways, healthy and unhealthy:

Healthy way to satisfy this need is to maintain individuality. Individuality is survival and stability of individual characteristics, integrity and universality of human existence. Characteristics and feature unique to teenagers constitute their individuality and to achieve such an identity, it is necessary to define such individuality. Individuality acceptance means to cope with their individual characteristics and themselves. In fact, the teenager in this case wants to be their “own” instead of “others”. He is active in selection of favorite characteristics from others behavior and personality. He absorbs them within, but the main core of his personality, the individuality; still remains not solve in others personality (Gholami, 2009).

Research hypothesis

Hypothesis 1: responsibility training by Glasser method effects on setting long-term goals of first grade girl students in high school in Bojnoord.

Hypothesis 2: responsibility training by Glasser method effects on career choice of first grade girl students in high school in Bojnoord.

Hypothesis 3: responsibility training by Glasser method effects on religious knowledge of first grade girl students in high school in Bojnoord.

Hypothesis 4: responsibility training by Glasser method effects on moral values of first grade girl students in high school in Bojnoord.

Methodology

The present research method is descriptive with semi-empirical approach.

In this research first one of the educational areas was selected, then one of the high schools was selected by random and the identity crisis test was held in order to the students given the test scores of identity crisis were specified, then these students were divided into two groups of control and test. The test group was at risk of independent variable for nine sessions (responsibility training) and because the research design is of kind pre-test and post-test, the t-dependent test was used for data analysis.

Results

In this section we study the research hypothesis and assumptions discussed.

Hypothesis 1: responsibility training by Glasser method effects on setting long-term goals of first grade girl students in high school in Bojnoord.

In order to examine the first hypothesis, the independent t-test is used. The results are summarized in the tables below.

Table 1. First hypothesis test results.

		average	number	SD	Standard deviation average
Setting long-term goals	Before training	3.29	35	0.987	0.167
	After training	3.71	35	0.572	0.097

Table 2. The dependent t-test for setting long-term goals, before and after training.

	The difference between couples					t-statistics	fd	Sig.
	average	SD	Standard deviation average	Confidence level 95percent				
				Lower line	Upper line			
Before training-after training	-0.429	0.608	0.103	-0.637	-0.220	4.170	34	0.001

Since the significance level of test is less than the deviation level of 5%, it can be inferred that there is a meaningful difference between setting the long-term goals in pre-test and post-test. Therefore, the first hypothesis is approved and responsibility training by Glasser method effects on setting long-term goals of first grade girl students in high school in Bojnoord.

Hypothesis 2: Responsibility training by Glasser method effects on career choice of first grade girl students in high school in Bojnoord.

In order to test the second hypothesis, the dependent t-test is used. The results are summarized in the tables below.

Table 3. The first hypothesis test results.

	average	number	SD	Standard deviation average
Career choice	Before training	3.23	35	1.114
	After training	3.46	35	0.780

Table 4. The dependent t-test for career choice, before and after training.

	The difference between couples					t-statistics	fd	Significance level (two tailed)
	average	SD	Standard deviation average	Confidence level 95percent				
				Lower line	Upper line			
Before training-after training	0.229	-0.426	-0.072	0.375	-0.082	3.174	34	0.003

Since the significance level of test is lower than deviation level 5%, it can be inferred that there is a meaningful difference between career choices in pre-test and post-test. Therefore the second hypothesis of research is approved and responsibility training by Glasser method effects on career choice of first grade girl students in high school in Bojnoord.

Hypothesis 3: responsibility training by Glasser method effects on religious knowledge of first grade girl students in high school in Bojnoord.

In order to test the third hypothesis, the dependent t-test is used. The results are summarized in the table below.

Table 5. First hypothesis test results.

	average	number	SD	Standard deviation average
Religious knowledge	Before training	2.57	35	1.313
	After training	2.74	35	1.197

Table 6. Dependent t-test for religious knowledge, before and after training.

	The difference between couples					t-statistics	fd	Significance level (two tailed)
	average	SD	Standard deviation average	Confidence level 95percent				
				Lower line	Upper line			
Before training-after training	-1.17	0.382	0.065	0.303	-0.040	-2.652	34	0.012

Since the significance level of test is less than deviation level 5%, it can be inferred that there is a meaningful difference between religious knowledge in pre-test and post-test. Therefore the third hypothesis is approved and responsibility training by Glasser method effects on religious knowledge of first grade girl students in high school in Bojnoord.

Hypothesis 4: responsibility training by Glasser method effects on moral values of first grade girl students in high school in Bojnoord.

In order to test the forth hypothesis, the dependent t-test is used. The test results are summarized in table below.

Table 7. First hypothesis test results.

	average	number	SD	Standard deviation average
Moral values	Before training	3.37	35	0.942
	After training	3.69	35	0.631

Table 8. Dependent t-test for moral values, before and after training.

	The difference between couples					t-statistics	fd	Significance level (two tailed)
	average	SD	Standard deviation average	Confidence level 95percent				
				Lower line	Upper line			
Before training-after training	0.314	0.471	0.080	0.476	-0.152	3.948	34	0.001

Since the significance level of test is lower than deviation 5%, it can be inferred that there is a meaningful difference between the moral values in pre-test and post-test. Therefore the forth hypothesis is approved and responsibility training by Glasser method effects on moral values of first grade girl students in high school in Bojnoord.

Discussion and Conclusion

About the first hypothesis that “responsibility training by Glasser method effects on setting long-term goals of first grade girl students in high school in Bojnoord.” The results show that responsibility training by Glasser method effects on setting long-term goals of first grade girl students in high school in Bojnoord. The results are aligned with the results of Kim titled “the effect of training reality therapy on self-esteem and stress in schizophrenia by Glasser method” which showed reality therapy causes positive changes in components internal control of self-esteem and coping with stress.

About the second hypothesis that “responsibility training by Glasser method effects on career choice of first grade girl students in high school in Bojnoord.” the results show that responsibility training by Glasser method effects on career choice of first grade girl students in high school in Bojnoord. The results are aligned with the results of Cant titled “the relationship between Self-sufficiency and responsibility in teenagers 10-17” which showed that the increasing of age causes the increasing of responsibility and the increase of self-sufficiency and responsibility are correlated positively.

About the third hypothesis that “responsibility training by Glasser method effects on religious knowledge of first grade girl students in high school in Bojnoord.” the results show that responsibility training by Glasser method effects on religious knowledge of first grade girl students in high school in Bojnoord. The study results are aligned with the study results by Darvishi titled “the effectiveness of responsibility training by Glasser’s reality therapy on reducing the identity crisis of secondary school girl students in Ahvaz” which showed that responsibility training by Glasser’s method in reducing the identity crisis of students is effective.

About the fourth hypothesis that “responsibility training by Glasser method effects on moral values of first grade girl students in high school in Bojnoord.” The results show that responsibility training by Glasser method effects on moral values of first grade girl students in high school in Bojnoord. The study results are aligned with the study results of Reshno titled “responsibility training by the method of reality therapy on reducing the identity crisis of secondary school girl students in Shoush” which showed that responsibility training using Glasser’s reality therapy approach on reducing the identity crisis of students is effective.

Suggestions

Considering the study results the following suggestions are offered:

- 1- The students will be given proper consultation about self-sufficiency.
- 2- Try to talk to students about their future career and widen their views.
- 3- To talk to students about the importance of the right job selection.
- 4- Ask the students to consider their interests and talents in their future job selection.
- 5- Holding religious advice and guidance to enhance the religious beliefs in students.
- 6- Making the students familiar with the importance and value of religion in their life and future.
- 7- Encourage and support children to do good things.
- 8- Training, encouraging and emphasizing the students the importance and necessity of respecting the elders in the family.

Conflict of interest

The authors declare no conflict of interest.

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