

CHAPTER : VISUMMARY AND CONCLUSION6.1 Introduction :

The present study is on Reality Therapy - introduced by Dr. William Glasser is a psychological education programme. Dr. Glasser's approach is fairly straight forward one, which places confidence in the teacher's ability to deal with his/her students' needs through a realistic or rational process. Reality Therapy is simply a special kind of teaching or training programme which attempts to teach a student what he should have learned during his normal growth in a rather short period of time.

Glasser and his collaborator Zunin (1970) suggested that Reality Therapy is applicable to students with behaviour and learning problems as well as to any individual student or group of students seeking either to gain a successful identity for themselves and/or to help others toward this same goal.

Focusing on the present behaviour, the teacher guides the student to enable him to see himself accurately, to face reality, to fulfill his own needs without harming himself or others. The crux of this theory is personal responsibility for one's own behaviour.

Easy or difficult as its application may be in any particular case, the specialized learning situation which Glasser calls Reality Therapy is made up of three separate but intimately interwoven phases.

- (a) First there will be the involvement. The therapist must become so involved with the students, that the student will begin to face reality and see how his behaviour is unrealistic.
- (b) The therapist must reject the behavior which is unrealistic but still accept the student and maintain his involvement with him.
- (c) The therapist must teach the student responsible ways to fulfill his needs within the confines of reality.

Usually the most difficult phase of Reality Therapy is the first, i.e. the gaining of the involvement - a completely honest human relationship in which the student perhaps for the first time in his life realizes that someone cares enough about him, not only to accept him but to help him fulfill his needs in the real world. The ability of the therapist to get involved is the major skill of doing Reality Therapy.

Once the involvement occurs the therapist begins to insist that the student should face the reality of his behavior. The therapist no longer allows the student to evade recognizing what he is doing or his responsibility for it.

When the therapist takes these above mentioned steps the relationships deepens, because now someone cares enough about the student to make him face a truth that he has spent his life trying to avoid it - i.e. he himself is responsible for his behavior. No reason is acceptable to the therapist for any irresponsible behavior. He confronts the student with his behavior and asks him to decide whether or not he is taking the responsible course.

As the part of becoming involved the therapist must become interested in and discuss all aspects of the student's present life. The therapist must be interested in him as a person with a wide potential not just as a student with problems. The therapist must open up his life, talk about new horizons expand his range of interest make him aware of life beyond his difficulties. Thus the student develops an increased sense of self-worth in the process of parrying his convictions and values with a trusted respected person. The therapist now directly but skillfully interweave a discussion of the student's strong points, discussing those areas in which the student acts responsibly and shows how they can be expanded. Responsibility is a very important concept in Reality Therapy and it is defined in this therapy as the ability to fulfill one's needs.

Because the student must gain responsibility right now the therapist should always focus on the present. The past has certainly contributed to what he is now, but we cannot change the past, only the present. Recounting his history in the hope that he will learn from his mistakes rarely proves successful and should be avoided. Excuses for deviant behavior are not accepted and one's history can't be more important than one's present life. The therapist never blames others for the student's irresponsibility such as mother, father or anyone deeply involved with the student no matter how irresponsible they are or were. The student can't change them, he can only learn better ways to live with them or without them.

In Reality Therapy therefore the therapist rarely asks why? His unusual question is "What are you doing?" and not "Why are you doing it?"

When the student admits that his behavior is irresponsible the last phase of therapy "Relearning" begins. Actually no definite change in the therapy occurs relearning is merged into the whole treatment. The student must rely on the therapist's experience to help him learn better ways of behavior.

It is only a matter of time until the student with his newly acquired responsible behavior begins to fulfill his needs. He finds new relationships, more satisfying involvements, and need the therapist less. Visits become less frequent as both the therapist and the student get aware of the approaching end. But it is not necessarily final nor should it be. The stress and strain of living may cause the student to return but not for more than brief relearning periods. Once the specific situation is responsibly handled the student leaves the therapy.

6.2 Rationale for the present study :

The psychological orientation in education is fast developing as a powerful alternative to our present system of education. Today it is emerging as a potent force in the schools and colleges. The main purpose of Reality Therapy (which is nothing but a psychological educational programme) is to use the classroom as a means of promoting personal growth and development. Reality Therapy is nothing but a way of integrating learning about oneself into education systematically - which is an urgent need of the day. In a world that is changing so fast our well being and effectiveness will depend on how well we are able to relate communicate, understand ourselves and others. Reality Therapy is a way to this goal. When the learning

climate is one of acceptance of the learner as he is and his needs for security and self-esteem are satisfied, he can explore new avenues of growth and drive for self-actualization. Our present study Reality Therapy aims at helping the students to reach this final end.

For the causes mentioned above the investigator has taken the present study.

6.3 The Statement of the Problem :

"Preparation, try out and study of effectiveness of a psychological education programme for High School students based on William Glasser's Reality Therapy".

6.4 The concern of the present study :

The concern of the present study was to understand the student in transition - the student which graduates out of the relatively structured and familiar ethos of the school, to the intervention programme of the Reality Therapy.

The demands that the intervention programme makes on the students and the responses they make to those demands with all their developmental characteristics and the support they get from the programme itself and the investigator were all concern of the present study.

The theoretical and practical aspects of Reality Therapy provided a perspective in which one has to view the developing student and his/her, social, psychological context.

The study was initiated by formulating in precise terms the objectives it sought to answer and they were the following

6.5 objectives of the study :-

- a) To prepare a programme of psychological education based on William Glasser's Reality Therapy.
- b) To study the effectiveness of Reality Therapy in bringing about changes in students with respect to the following major components of their academic as well as psychological development.

- (a) Assertiveness
- (b) Sense of Responsibility
- (c) Attitude toward school
- (d) Educational Aspiration
- (e) Academic Achievement
- (f) Self concept.

6.6 Hypotheses of the study :

In the light of the concept of Reality Therapy presented earlier and the objectives stated above, the following Research Hypotheses were generated regarding the effectiveness of the Reality Therapy. Intervention programme. When the teacher understands the students, when the students see themselves accepted and valued, they begin to regain their lost powers and as a result improve their academic performance, discover their hidden talents, and thus become confident. This also could bring about better cooperation with their peers and a feeling of belongingness to the group. They develop positive ways of looking at things around them and the learning experience thus turn out to be a satisfying one. The present study

attempts to test some of these hypotheses the following research hypotheses have been stated for the present study. Students behavior in respect of :-

- a) Assertiveness
- b) Sense of Responsibility
- c) Attitude toward school
- d) Educational Aspiration
- e) Academic Achievement
- f) Self concept.

before and after the intervention, orienting the group along a Reality Therapy perspective will differ.

6.7 The Sample :

The sample of the present study consisted of 30 students of class IX from three different schools of Baroda city, 10 students each from each school, who have been selected on the basis of learning or behavioural problems. The sample was selected keeping in mind the following criteria :-

(a) School performance :

The students whose academic performance is generally low over the last three years. The past records of school performances also have been taken into consideration.

(b) Disciplinary problems :

Students, who without any apparent/sufficient reason create disciplinary problems in the school.

(c) Opinions of the concerned teachers :

Opinions of the different teachers of class IX of the three schools, regarding the students' poor academic performance disciplinary problems have been taken.

(d) Personal and informal/interviews of the investigator with all students of class IX of the three schools, selected for carrying out the programme. The interviews were mostly related with questions regarding the students' home, school peer groups, aspirations, hobbies, interests etc. to draw out more first-hand information from the students themselves and thus to reach a concrete decision regarding the choice of students for the intervention programme.

6.8 The Design :

The present investigation is an intervention study and the approach is developmental in nature. The study aims at evaluating changes on the sample as a result of the intervention strategies employed. Therefore, the time series design is considered to be most apt for the purpose of the present study.

6.9 Intervention :

An intervention programme was prepared following the guidelines of Reality Therapy as given by Dr. William Glasser. were given to the students in the following three phases to enhance assertiveness sense of responsibility, positive attitude toward school, educational aspiration, academic achievement and self concept.

- (a) 1st Phase - Involvement with the students, by creating a warm and supportive climate in the group.
- (b) 2nd Phase - Knowledge about one's own unrealistic behavior and gradual avoidance of it.
- (c) 3rd Phase - Relearning of Responsible ways to fulfill one's needs within the confines of Reality

6.10 Instruments :

In order to ascertain the effectiveness of Reality Therapy in fostering student growth on the variables specified under the objectives of the study, the following measurement tools were used.

- a) Tasneem Naqvi's Assertiveness Scale.
- b) A Responsibility Scale prepared by the Investigator.
- c) Lawrence J. Dolan and Marci Morrow Eno's school Attitude Scale.
- d) Nageswara Rao's Educational Aspiration Scale.
- e) Academic Achievement in the various tests of class VIII and IX.
- f) Rosenberg's Society and Adolescent's self Image Scale.
- g) Interview schedule for students.
- h) Interview schedule for parents.
- i) Case studies.
- j) An Anecdotal Record.

- k) The Educational Environment at Home Scale.
- l) The Home Interaction Pattern Scale.
- m) The Social Competence Scale.
- n) Behavioral Adjustment Inventory.

6.11 Data Collection :

For data collection the samples were administered the research tools three times before orienting the samples along the Reality Therapy Intervention programme in order to determine the status of the specified criterion variables. Again after the intervention the samples were administered the same set of tools three times to find out if there was any significant difference in the measures. These observation tools were taken with an interval of four weeks apart.

The Responsibility Scale was however administered only twice in the pre-intervention phase though it was administered three times after the intervention.

For measuring Academic Achievement a deliberate decision was made not to go for standardised achievement tests, instead teacher made tests were made use of the decision was taken since academic achievement as a variable in the hypothesised causal model represented more the conformity of the child to the academic expectation of the given school milieu and less an indicator of the scholastic abilities of the child defined in absolute terms. Percentage of marks secured by the students in the various test of class VIII and IX were taken as criteria for determining academic achievement in the pre and post intervention phase.

Once during the pre intervention phase and once during the post intervention phase each student was interviewed individually to get more information about them. The interview schedule for the parents were sent to them through their wards to know their opinions regarding the improvement of their children and after the programmes.

For case studies six students were chosen to study in-depth. Their choice was done applying the following criteria one student from each group who gained a great deal in all criterion measures like self-esteem Educational aspiration, Academic Achievement, Assertiveness Positive attitude toward school sense of Responsibility and in the overall judgement of the investigator which she arrived at, as a result of her months of observations and interaction with them during the experimentation period and during the interviews. Similarly one student from each group was identified from among those who did not well in the above criteria. Basing on all the pieces of information the investigator made a brief report on each of the six students. An Anecdotal record was kept by the investigator throughout the whole programme. Again, Interview Schedule for students and parents, The Educational Environment at home scale, The Home Interaction Pattern Scale, The social competence scale, Behavioral Adjustment Inventory were all used to get more ideas about the students and thus to prepare case histories observation report in general of the programme in the proper limelight.

6.12 Data Analysis :

The data thus collected being both quantitative and qualitative were subjected to both quantitative and qualitative analyses. For quantitative data, means, standard deviations of each variable of all the six observations were computed. Again t-tests were conducted to determine the levels of difference among successive data points, separated by different time intervals in the series. The data were then transformed into line graphs using means of observation were plotted over different intervention phases.

For qualitative data the group processes during the intervention programme were recorded in detail without using any structured observation schedule classroom incidents as they occurred were faithfully recorded using anecdotal recording technique. Six children were selected for case studies on the bases of their achievement on the selected variables. Three of them were high achievers and three low achievers. Unstructured interviews were conducted with those students and through a series of scales and inventory administration, case study reports were prepared for each of these six children.

The experience of the investigator in the process have been varied and enriching. The psychological education programme using Reality Therapy awakened in the students an awareness of their own identities, potentialities a vision of their life goals, and a striving to attain their realization, now while at school and steadily thereafter in the future.

All of these will lead them to live an abundant life blossoming into growth and well-being.

The findings of the present study once again emphasized that for the development of the whole person, there is a need to supply teachers who are trained in psychological education and who could adopt facilitative teacher behaviors and promote the total growth of the students, both affective and cognitive. Such an education only could help to develop students unique potentialities by integrating both their ideas mind and feelings and learn to get along with human race with compassion and love.

As the goal of psychological education and Reality Therapy is to produce self actualizing and fully functioning individuals who can feel for others, training on such whole person model becomes imperative.

To reach this end, students affective needs should be given atleast as much consideration as their cognitive needs. No person can truly live effectively in a more coherent way with other human beings if he lacks either the necessary cognitive or affective skills

6.13 Major findings :

The following is a summary of the major findings of the study :-

Reality Therapy helped to enhance interpersonal relationships among students in the group.

- a) Students showed significant improvement in assertiveness.
- b) Students' sense of responsibility also improved

- c) Students positive attitude toward school was enhanced.
- d) Students' educational aspiration improved considerably.
- e) Students showed marked improvement in Academic Achievement.
- f) Students' growth on self concept was positive.

However, the degree of improvement varied from group to group. Whereas Baroda High School showed marked improvement in all the variables, the students of Rosary School did not show much improvement. MGM School's position in improvement was however in the middle.

The difference in improvement could be lent to the facts to the particular school's co-operation, availability of working days and due to some preconceived misconception about psychological education, among students teachers and the management of the school in general.

6.14 Implication for Further Research :

The present study attempts to achieve a balanced blend of quantitative and qualitative approaches. However, this should be taken just as the essential first step towards constructing a wholistic reality about the student in transition during the intervention period. The study reveals the possibility of further steps both in the quantitative and qualitative directions.

The quantitative part of the present study generates an empirically verified model of causal links among selected variables. The present attempt was focussed on a sample of limited size. One could articulate a larger sample and empirically verify it to derive stable indicators of causal relationships:

Student is an evolving phenomenon. Certain tendencies revealed in the present study therefore will get consolidated and certain others altered, as the student progresses through his schooling. A multi-cross sectional survey and a path analysis on its basis will be greatly useful in understanding the student as a growing entity, a little better.

The qualitative part of the study can perhaps be followed up with more intensive observations, and interviews making greater use of phenomenological and ethnological approaches. Also, on the basis of case studies attempted here, more elements could be brought to greater scrutiny in the future studies. Similarly, certain crucial processes and interactions at home and greater details in such studies.