Determining the Effectiveness of Training by Glasser's Choice Theory on Students' Social Responsibility in Shahid Beheshti Pardis Educator's University of Mashhad

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Abstract: The aim of this study was to evaluating the effectiveness of training by Glasser's choice theory on students' social responsibility of Shahid Beheshti Pardis Educator's University of Mashhad. The present study in term of goal was applied research and in term of the nature was Quasi-experimental that the "pre-test and post-test with the control group" scheme was called. In this study, two groups in terms of demographic variables such as age, sex, level of education, being a native or non-native were the same. The 40 people among the 2298 male students, undergraduate Pardis educators Shahid Beheshti University of Mashhad in the 2014-2015 school year by sampling method voluntarily were selected and randomly into experimental groups (n = 20) and control group (n = 20) were replaced. Tools for data collection were gaff social responsibility questionnaire (42 questions). Initially questionnaires as a pre-test was performed on people in both groups. Then experimental group participated in 8 session's choice theory training. Mentioned questionnaire as pre-test after the end of training sessions was conducted again. These scores were analysed by using ANCOVA test. These scores were analysed by using ANCOVA test. The obtained results showed that there was a significant difference between the two groups (p<0/0.5) and choice theory training has been caused an increasing in social responsibility in the experimental group than the control group.

Key words: Glasser's choice theory, social responsibility, students, tools, ANCOVA

INTRODUCTION

The success of any organization depends on the allocation of the appropriate use of tools, equipments, money, raw materials and human resources of that organization in its programs and this will be possible if these organizations able to skills, abilities and individual and collective characteristics their employees to operate in line with the organization's goals. Hence, sequence of individuals to achieve goals is clear. Indeed responsibility is the consequences of behavior, pay attention to it which people feel they are responsible for their decisions and so is one of important variables that are effective on decision making, responsibility is the most fundamental way of directing the activities of individuals in the organization because within the person comes from an inner commitment for doing things appropriately and with maximum ability (Markman and Tetlock, 2008). William Glasser's choice theory tells us to very clear reasons; we do everything that is our choice that also includes our feeling miserable. Others can neither make us happy and not unhappy. We more than that can we imagine, it we can control our life. Choice theory believes that just building correct relationships with people and accepting responsibility based decisions desired of individuals can be reduce the external controls and help individual's self-control and accept responsibility for their actions. Glasser, translated by Rahmaniyan, quoted by Pasha. About the relationship between responsibility and forms of psychopathology, Glaser believes that unhappiness and depression is a lack of sense of responsibility. Irresponsible individual, neither for self nor for others is not valued and therefore will hurt self and others. Thus, according to the findings responsibility of the younger

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generation because of their importance in determining the active force and the future makers of society is more necessary particularly that target population in this study are those students who in the not too distant future after graduation are responsible for training children of this land and in this respect with regard to the role model of the teacher on the one hand and the proper training of teachers in the period of university on the other hand the necessity of addressing the issue of this study are more serious.

Problem statement: Indeed, responsibility is the consequences of behavior that people feel with respect it are responsible for their decisions and therefore is one of key variables that is effective on decision making (Markman and Tetlock, 2008) Glasser believes that people need to have more responsibility to his or her own behavior and in this course the reality of therapy can be help them. The nature of choice theory is that we ourselves are responsible for what we do as well as we can control our lives (Bradley, 2014). Essentially a physiological needs to survive and fight-or-flight response is based on this need. When a person faces with stressful or potentially dangerous situations releases the stress hormone cortisol. This neurotransmitter create the chemical changes in the body such as allocation of energy on behaviors related to survival, lack of energy allocation to reproduction (sub-knowledge of reproduction) and delaying the digestion of a minor operation to survive in this times is considered (Marlatt, 2014).

Glasser believes that "whatever the human from birth to death can do is behavior" (Lujan, 2015) and behavior is an attempt to adapt the world pictures of quality that often these behaviors to achieve what one wants as unreasonable and dangerous is done. If person external control put aside become to people that accept responsibility for actions of their behavior and therefore, to actually responsible and selector and sacrifice himself for educational system, government, fate and destiny.

Blaming yourself and taking responsibility for your behavior are different with each other but many times people consider them as one. According to choice theory perspective the only one who is owner of one's acts he is himself and therefore, if ones life is not what he wants. He is first responsible person to change it. While in blaming others syndrome such as neighbour, wife, position and ...individual is trying to find an excuse for their lack of control for life and so lack of sense of responsibility towards it and result of no change in position (Perkins, 2012).

MATERIALS AND METHODS

The present study in term of goal is applied research and in term of the nature is Quasi-experimental that the "pre-test and post-test with the control group" scheme is called. In this study, two groups in terms of demographic variables such as age, sex, level of education, being a native or non-native are the same. In the pre-test questionnaire was carried out social responsibility on students, then the experimental group exposed to experimental variables (that is education to choice theory method) and for 8 sessions over a period of 2.5 months were under training and questionnaires again were completed but the control group was not exposed to the independent variable. The statistical population is 2298 male students' educators-campus Shahid Beheshti University of Mashhad, the sample size is around 40 students that are voluntarily participated in the sampling method and randomly were assigned to experimental and control groups. In order to enhance the accuracy of the study subjects were selected for entry to this course that have following features:

- All students are boys
- All students are student teachers of 1st and 2nd years
- All student teachers are single
- All students are incoming October of 2012-2013
- All student teachers are age series between 19 and 22 years

Gaff adjustment questionnaires (RE): In this study, gaff adjustment questionnaire (RE) has been used that its psychometric features include:

This scale for 1st time along with 14 other scales, "the California Psychological questionnaire" by Gaff introduced. California psychological questionnaire is one of the best and most detailed questionnaires to measure personality traits among individuals in a normal population is used because technical principles that in its development has used is at a high level and has always been used and continually has been tried to improve it. In addition, the use of all collection of CPI provides deep understanding of social and interpersonal interaction. The scale of responsibility of 42 questions to measure characteristics such as loyalty, sense of commitment, hard work, diligence, reliability, behavior based on discipline, logic and sense of responsibility were used. Scale reliability coefficients of responsibility section, through the Split-half method and Cronbach's alpha by Askari, respectively is equal to 0.07 and 0.81 and in another study, the reliability of this test in Iran through the re-test method is equal to 0.81.

RESULTS AND DISCUSSION

The descriptive comparison of means in the experimental group showed 4 scores difference and in control group is 2 score. It should be noted that to reduce the difference between the two groups in terms of age and gender, field and homogenization has carried out among groups. At the end of table standard deviation as the dispersion index has been presented in groups that in both groups, the distribution amount is insignificant differences with each other (Table 1). Figure 1 shows the average of the two groups in the pre-test and post-test.

Inferential statistics: The research for investigating hypotheses, the analysis of covariance has been used. There are presuppositions to perform the analysis of covariance that need to be met and these cases that in following were analysed are as follows:

- The normal distribution of scores: that by calculating the skewness and kurtosis and use of tests such as Kolmogorov-Smirnov can be calculated
- The homogeneity of variances: that here Levine test has been used for this purpose
- The implementation of covariate (pre-test) before the starting study
- Homogeneity regression slope: for improving homogeneity regression slope we should be calculate amount of interaction F between the covariate and independently variables and if this index to be not significant this default has been adhered
- Being linear the covariate variable correlation (control) and the independent variable which in this case should be calculate covariate variable F (control) and if this index to be meaningful, this default has adhered

So, at first we investigate the compliance with the presuppositions of covariance analysis and finally we propose statistical conclusions about the main research hypothesis.

Investigate the normality of default

Check the normality through the descriptive data in pre-test and post-test for the entire group: Because the value of skewness and kurtosis for variables in the interval (+2 and -2) is located, so probably variables have normal distribution (Table 2).

But to ensure more we use Kolmogorov-Smirnov normality test the results of it are as follows: findings of Table 3 shows that significant level for responsibility variable in both pre-test and post-test is >0.05 which indicates the validity of the null hypothesis and normality distribution of variables.
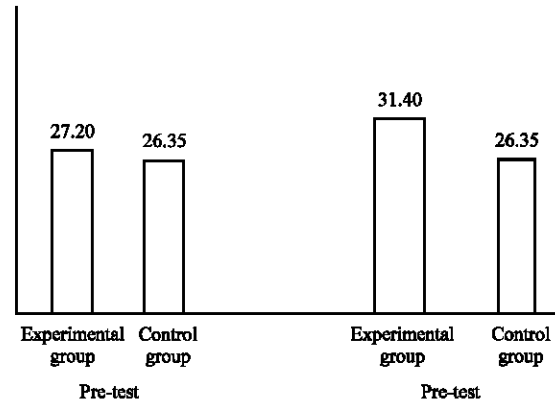

Fig. 1: Comparison of the responsibility average scores of the two groups in the pre-test and post-test

Table 1: Descriptive statistics for research variables

Groups	Number	Min. amount	Max. amount	Average	SD
Experimental group					
Pre-test	-	19	32	27.20	3.80
Post-test	20	27	35	31.40	2.56
Control group					
Pre-test	20	15	33	26.35	5.56
Post-test	20	16	34	28.10	5.05

Table 2: Descriptive statistics data

Tests	Number	Mean	SD	Elongation Statistics	SE	Skewness Statistics	SE
Pre-test	40	26.77	4.71	-0.864	0.374	0.078	0.733
Post -test	40	29.75	4.29	-1.223	0.374	1.753	0.733

Table 3: Evaluate the hypothesis of normality by using the Kolmogorov-Smirnov test

Parameters	Tests	Post-test	Pre-test
Normal parameters	Mean	26.780	29.750
		4.290	4.710
Maximum difference	Standard deviation	0.157	0.206
		0.093	0.110
		-0.157	-0.206
Test statistics		0.990	1.300
		0.281	0.068

Table 4: Levine test for equality of variance both experimental and control groups

F-statistic	Degree of freedom	Denominator degrees of freedom	Significance level
3.50	1	38	0.069
9.01	1	38	0.075

Examine the homogeneity of variances through the Levine test: Results of Table 4 show that the significance level for test Levine is >0.05. So with confidence of 0.95, we conclude that the assumption of equality of variances of the two groups is accepted.

Covariate variable: Variance variable is the same as the pre-test before starting the test of both control and

Table 5: ANOVA for determine the effects among participants

Sources	Sum of squares	Degree of freedom	Average of squares	F-statistic	Significance level
Corrected model	135.01	2	-	-	-
Intercept	701.74	1	67.51	4.29	0.021
Pre-test group	135.01	2	701.74	44.58	0.000
Error	582.49	37	67.51	4.29	0.201
Total	36120.00	40	15.74	-	-
Total (corrected)	717.50	39	-	-	-

Table 6: Analysis of variance for effects among subjects

Sources	Sum of squares	Degree of freedom	Average of squares	F-statistic	Significance level
Corrected model	135.32	2			
Intercept	731.03	1	67.66		
Post-test	26.42	1	731.03	4.30	0.020
Group	98.46	1	26.42	46.46	0.000
Error	582.19	37	98.46	1.68	0.023
Total	36120.00	40	15.74	6.26	0.017
Total (corrected)	717.50	39			

experimental groups have been done and all students were completed these two groups of responsibility Gaff test.

Investigate the default of homogeneity regression slope: According to findings the table above amount of (F = 4.29) is not significant (0.201>0.05), so default of homogeneity regression slope were observed in this analysis (Table 5).

Investigate the default of linearity control variable (covariate) and the independent variable: The results indicate that the F-statistics for pre-test variable is equal to 0.68 that in level of $\alpha = 0.05$ is significant. Therefore, we conclude that the correlation between the covariate variable (pre-test) and independent variables (choice theory education) is linear and because the default of ANCOVA also has been adhered so there are conditions necessary for the proper implementation of this test (Table 6).

CONCLUSION

Main hypothesis of research: Choice theory training has a significant impact on students' social responsibility. Findings necessary for testing this hypothesis has been presented in. Looking at the statistics of F for the variable of group, we realize its significance (0.017>0.05). Therefore, we conclude that choice theory trainin has had a significant impact on the students' social responsibility after the effect of removing covariate variable (pre-test).

Because in this research have only 2 control and experimental groups there is no need to carry out follow-up tests and show the mean difference in the two groups to this effect. The mean of responsibility in experimental groups in pre-test is 27.20 that in post-test

has reached to 31.40 and the results showed that this difference was significant for experimental group.

The current hypothesis is consistent with pervious research: Keshavarz determined the effectiveness of group counselling with an emphasis on problem-solving fundamental needs of choice theory in improving the marital relationships and the results showed that group counselling with the method of problem solving with emphasis on basic needs could increase the constructive dialogue of couples and also reduces the expected was pattern and mutual avoid of couples.

Ghanbari studied the impact of training of hardiness on adaptability and responsibility in students of Police University and showed that training of hardiness has been caused to strengthen the adaptability and responsibility of students.

A Quasi-experimental study (pre-test-post-test) in Iran (Kurdistan) on the school students was conducted which Kianipour and Hosseini (2012) showed that 8 choice theory training session for teachers has been caused the improving student academic achievement.

In another study by Mateo *et al.* (2014) conducted psychological-educational intervention choice theory method caused the promoting self-efficacy level in academic performance in students that suffer from psychological problems and did not have good academic performance.

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