



THE EFFICACY OF TEACHING COMPONENTS OF CHOICE THEORY ON PARENT-CHILD CONFLICTS AND THE SELF-SUFFICIENCY OF FEMALE STUDENTS

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Abstract:

The purpose of this study was to determine the effect of choice theory on parent-child's conflicts and self-sufficiency among female students. The current investigation was a half-experimental study with proposing an experiment in pre-test-post-test with control group. The female students of district no. one of Sanandaj were the statistical population of this study. The samples of this research were randomly available to both control and experiment each group including twenty people. The parent-child questionnaire of Murray Strauss (1979) and self-sufficiency of Sherer and co-workers (1982) were utilized for collecting the data (1982). Furthermore, for analyzing findings, the variance analysis was used. The results of analyses indicate that teaching choice theory meaningfully affects the parent-child conflicts and the growth of self-sufficiency ($p < 0.05$). The results of this study can be used in psychological and consulting organizations to improve and advance relations between parents and children and to improve and advance educational condition of high school students as well.

Keywords: choice theory, parent-child conflicts, self-sufficiency, students

1. Introduction

Teaching of choice theory components effects on conflicts between parents and children (Nadery et al., 2015) Conflicts in family can be destructive or constructive. When conflict leads to depression among parents and children violence and social disturbance, low self-respect and reducing capability in children can be called destructive (Ali, 2010). Furthermore, conflict could have positive dimensions like helping families to know themselves and increase their awareness about other's

different particularizes and to know communicational problems and amplify their energy and motivation to solve them (Keralap, Dysyorko Bidoglo, 2009). Regarding conflict between family members, using useful methods of confronting will help the relation to grow, but if two sides that are involved in conflict wouldn't know how to contact correctly, not only the existing conflict doesn't resolve, but also hurts the permanence of relation (Goldberg and Goldberg, 2000). Based on experimental research's, it has been proven that most conflicts that emerge among parents and children are the consequence of insufficient skill in negotiation and conversation between family members, disagreement on rules and responsibilities, poor values and skills in solution, poor communicational skills, distorted cognitive perceptions, incomprehension of others, incapability to control the anger, unskillful to make decision and to dare (Zarab, 2014). Choice theory considers the conflict as the result of undesirable behavior (Bradli, 2014) and to overcome on that and to change in current situation this theory uses pragmatically ways including teaching, confirmation, sense of humor, confronting, questioning, impersonating and feedback (Kori, 2015). However, this theory has been used currently in Iran and before that a few investigations has studied the role of it to reduce parent-child's conflicts (Hoseyni et al, 2017).

Furthermore, in educational environment choice theory Can be helpful in guiding students to create better function in the world of their quality and then developing appropriate use of acts and thoughts so that be facilitator about satisfaction in their own world of quality (Bastan, Jamalzadeh and Rakhsh, 1394). Motaghaedifar (2015) reported that students that have received education of choice theory achieve further self-reliance about disciplinary emotional and attendance and absence. They also acquire further self-reliance about their abilities in order developing discipline planning and active order that are in self-sufficiency field. Otherwise Zamanipour Whit studying consulting group sufficiency based on choice theory on self- sufficiency and changing aberrant occupational identity among students, indicates that consulting group based on choice theory is not efficient on extend of self-efficiency. In other words, choice theory is not capable to describe self-sufficiency among students. However, in his study, Livid (2005) explored that one of effective categories on self- sufficiency is choice theory (Levid, 2005). However, results of different studies are not at the same line and reject partly each other. This study aims to investigate this issue from a different point of view to acquire better cognition in this field.

2. Theoretical basics

2.1. Choice theory

Choice theory is a theory based on psychology of inner control that believes that bygones has affected deeply on our current life but it is not determinative of our current behavior. The amount of accountability and recognition and respecting to existing reality and the way that we choose to meet our needs given the two cases that mentioned, determines our current behavior. Teaching and learning this theory leads to

the individual's freedom and discretion in all dimensions of life which holds the light of hope in our hearts that we are not for external forces and factors; we are not the victim of the past: we are not a plaything under control of our minds: we choose our behavior and so far we have done this and external factors does not have significant impact on our fate so that psychology of external control, stimulus-response, believes that (Glaser, 2010).

The basics of choice theory briefly:

1. We are the only person to control our behavior.
2. We only give information to others and we get information from others.
3. Long-term psychological problems are considered communicational problems.
4. All that has happened in the past is related with the personality that we have now.
5. We are the ones who choose all general behaviors but only thought and act are directly under control of us and we indirectly control feeling and Physiology by thought and act (Wabelding et al., 2004). Helping individuals to meet their needs in the best way and to make right relationships with each other's is the main purpose of choice theory (Mason et al., 2009)

Therefore:

H1: Teaching components of choice theory is efficient on parent-child's conflicts.

H2: Teaching components of choice theory is efficient on self- sufficiency among students.

2.2. Parent-child's conflicts

Adolescence is one of the most important processes of human development which is associated with many pension factors. This period represents a profound change that separates the child from adults and creates variety of changes in it (Barghandan, Tarkhan and Gaemi, 2012). In this period, the individual experiences independence, conflicting and opposed feelings about the past along with the awakening of sexual derives and the fast growth of the body. Under such condition, teenagers are severely affected by instability and loss of life which is stressful and tense for them (Grouer, 1992). Acquiring appropriate approaches for adolescences against this wide range of transformations is very important so that deficiency in this field has injuries consequences like abnormalities, feeling of insecurity, personality and emotional problems, behavioral disorders and delinquency (Osakiwa et al., 2014). Conflict between adolescents and parents is one of the factors that psychologists care about in the formation of behavioral problems of adolescents (Ghamari, 2015).

Conflict is the disagreement and opposition between two people, incompatible views, goals, and behaviors that come up in the opposite direction and it is also a strife that results from uncoordinated interests and differences in goals and perceptions (Samadi, 2011). And adolescents-parent's conflict is defined as verbal disputes and patterns such as regulations and commuting rules (Donelan, Conger, and Borzet, 2007). Conflict is often a part of family life and most families have incompatibility experiences

throughout their life (Vanrizen, Stromshak, Dishon, 2012). People experience conflicts mostly when their needs, desires and instincts are not met (Van Erzin, Stromshak, Dishon, 2012).

2.3. Self-efficiency

Self-sufficiency has been derived from the social recognition, theory of the famous psychologist named Albert Bandura which refers to individual beliefs or judgments about their ability to perform functions and responsibilities. The theory of social cognition is based on a tripartite causal model of behavior, environment and person. This model emphasizes the intercommunication between behavior, environmental influences and individual factors (cognitive, emotional, and biological factors) that refers to individual perception for describing psychological functions. According to this theory, in a tripartite causality system, people effect on their motivation and behavior (Bandura, 2001). Bandura (1997) rejected one of the major hypotheses of behavioral psychologists that were about one dimensional effects of the environment on individual behavior. Human beings have a kind of self-control system and self-regulating power and by that, they control their own thoughts, emotions and behaviors and they play a decisive role in their own destiny. Thus human behavior is not only in the control of the environment, but the cognitive processes play an important role in human behavior. Man's performance and learning is influenced by cognitive and emotional tendencies, feelings, expectations, beliefs and values. Man is an active being and affects the events of his life. Man is affected by psychological factors and actively affects his motivations and behavior. According to Bandura's opinion, individuals are driven not by internal forces, nor by their environmental stimuli, but their psychological functions determine their behavior, environment, and their motivations (Bandura, 2006).

Levy and Campill (2008) define self-efficacy as an individual's understanding of their ability to organize and perform the behaviors which are required to achieve the goal. According to Bandura's social cognitive theory, self-sufficiency beliefs as a cognitive-motivational factor play an effective role in determining the extent of student's endeavor to learning activities (Gala et al., 2014).

3. Methodology

This study was a semi-experimental study with a pre-test-post-test experimental design with control group. The statistical population of this study was female high school student's district no. one of Sanandaj with their parents. Four schools from this district were selected through multi-stage cluster sampling method and through the implementation of the parent-child conflict questionnaire of Murray Strauss (1979) and the educational self-sufficiency of Sherer et al. (1982) and after obtaining entry criteria, 40 people were selected and randomly placed in two groups of 20 experimental and control groups. The criteria for entry of students to the sample group were: 1) during

the course, students do not attend another training course. 2) Students have no psychological disorder and physical illness.

Students and their parents agree to attend the training sessions by filling out letter of consent to join the study wittingly. The criteria of abandoning the study include: 1) Students whose score of self- sufficiency and parent-child conflict is higher than average. 2) Students which are absent for more than two sessions.

After explanation the goals of the study and obtaining informed consent letter from students and their parents, the members of the experimental group were taught the theory of choice in eight 90-minute sessions but the control group was not exposed to any intervention. Then all of the subjects in the experimental and control group were subjected to post-test. The description of the training sessions for the choice theory is given in Table 1.

Table 1: The content of training sessions of choice theory

Variable	The content of the sessions
First session	Acquainting members of the group with each other, description the rules of the group, emphasizing the active participation of members, recognition the members of their own.
Second session	Teaching the concepts of choice theory, emphasis on internal control.
Third session	Accommodating Glaser's basic needs questionnaire to members, introduce basic needs, review member opinions.
Fourth session	Acquainting members with qualitative and real world.
Fifth session	Expression of the ten principles of choice theory, informing members to assume responsibility for previous behaviors.
sixth session	Introducing constructive and effective behaviors on choosing better positions and achieving internal control rather than destructive habits.
Seventh session	Teaching members how to get their likes.
Eighth session	Conclusion and Summary of Sessions

In order to evaluate the general self- sufficiency, self- sufficiency questionnaire of Sherer and co-workers (1982) has been used. Sherer and co-workers (1982) argue that self- sufficiency theory is a pattern of cognitive processes to compatibility. For the first time they developed, a scale to measure this general belief called the self- sufficiency scale that was not just for a particular situation. This scale measures three aspects of behavior including the tendency to start behavior (1, 4, 14, and 15), the tendency to extend the effort to complete (3, 5, 8, 9, and 13) and resistance to confronting obstacles (2, 6, and 7) (Sherer et al., 1982). This scale has 17 questions, which are graded based on the Likert scale- from 'I totally disagree' (score 1), until 'I totally agree' (grade 5). The score is from 1 to 5, so that the measures no. 1, 3, 8, 9, 13, 15 from the right to the left score 1 to 5, and the rest of the questions are inversely scored from 5 to 1. The maximum score is 85 and minimum of it is 17. Quoted by Rahimi-Pardandani and Ghobari-bnabab (2011), this questionnaire was translated and validated earlier by Barati (1375). The reliability

coefficient of this test has been reported 76% using Gutman duplication method and 0.79 in Cronbach's alpha. The reliability of this questionnaire was 0.79 calculated and reported on Cronbach's alpha. Additionally, the Parent-Child Conflict Questionnaire Murray Strauss (1979) was used to evaluate parent-child conflict. This questionnaire has 15 questions that measures three tactics of conflict resolution among family members: reasoning skills, verbal aggression and physical aggression. The questionnaire is scored based on Likert scale and has five grades from very little (score 1) to very high (score 5). The first five questions of the questionnaire that measures the argument are scored inverted. The high score in this scale indicates conflict and less use of reasoning strategies. The scale's questions of verbal and physical aggression are directly graded. High scores in this scale show conflict and more use of verbal and physical aggression strategies. The range of scores for each subscale is between 5 and 25. The score of 5 indicates no conflict in relation and the score of 25 represents the highest conflict. The range of scores for the entire test is between 15 and 75. The score of 15 (low score) indicates no conflict, score 45 (average score), and score 75 indicates the severity of the relationship (high average). There are lots of studies that confirm the internal consistency of reasoning subscales, general aggression, and physical aggression. The range of Cronbach's alpha coefficient for reasoning scale is between 0.42 and 0.76, for verbal aggression scale ranged from 0.62 to 0.88, and for the physical aggression, subscale is between 0.42 and 0.96. In addition, this questionnaire was implemented by Zaboli (2004), Moradi (2005) and Lotfi (2006) and its reliability has been reported for the whole test and subscales too. The content validity of this scale has been emphasized by several experts in this field, including Sanai (2004), Navabi Nejad (2004) and Rahmati (2005) (Etemadi, Gitipusand and Moradi, 2013). This reliability of the questionnaire on the basis of Cronbach's alpha was calculated and reported 0.84. to report the difference between pre- test and post-test scores Mean and standard deviation were used. To analyze the data of this study, MANOVA analysis (Multivariable Analyze of Variance) was used and data were analyzed using SPSS version 23.

4. Findings

Based on the results of Table 1 and the effect of the Pillais Trace that has higher testing ability than other tests and compared to them it has more resistant against the role of homogeneity of variance-covariance and the distribution of sample data, and these characteristics are the reason for choosing it compared to other tests. Training components of the choice theory is collectively effective on the dimensions of parent-child conflict.

The partial squared coefficient in the mothers group revealed that 32.4percent of the total variance related to parent-child conflict behaviors and 28.6 percent of the total variance related to parent-child conflict behaviors among the children n's group were explained by choice theory.

Table 1: Testing the effectiveness of choice theory on the dimensions of parent-child conflict in total

Partial Squared Coefficient	Significance	F	value	Measure	Effect
0.324	0.004	5.281	0.324	Pillai's Trace	Mothers group
0.286	0.008	4.675	0.286		Children's group

According to the results of Table 2, the training of choice theory has a significant effect on the increase of reasoning and reduction of aggression by children ($P < 0.05$). However, it doesn't have significant effect on the reduction of violence by them ($P < 0.05$). In addition, training of choice theory has a significant effect on reduction of violence by mothers ($P < 0.05$). But it doesn't have a significant effect on reducing aggression and increasing reasoning among them ($P < 0.05$).

Table 2: Testing the effectiveness of choice theory on parental-child conflict dimensions

Partial Squared Coefficient	Significance	F	Dependent Variable	
0.001	0.864	0.030	Reasoning	Mothers group
0.061	0.140	2.279	Aggression	
0.124	0.033	4.495	Violence	
0.168	0.010	7.472	Reasoning	Children's group
0.135	0.022	5.795	Aggression	
0.001	0.918	0.011	Violence	

According to results of Table 3, homogeneity of the variables-covariance matrix is established, since the value of calculated significant level has a significant difference with zero.

Table 3: Testing the effectiveness of choice theory on behaviors that are related to self-efficacy in total

Partial Squared Coefficient	Significance	F	Value	Measure	Effect
0.272	0.009	4.482	0.272	Pillai's Trace	group

According to the results of Table 4, the effectiveness of choice theory on self-sufficiency-related behaviors is statistically significant. In other words, training components of the theory of choice increases the relevant behaviors.

It was also indicated by partial squared coefficient that 20.7% of the variance of desire to behavior initiation 23.7% of the extending effort to complete and 22.4% of variance's resistance in facing obstacles was explained by choice theory. With this conclusion, it is clear that the choice theory plays a larger role in explaining the extension of efforts to complete.

Table 4: effectiveness test of choice theory on self-efficacy-related behaviors by type of behavior

Partial Squared Coefficient	Significance	F	Depend Variable	Source
0.207	0.003	9.916	Desire to behavior initiation	group
0.237	0.001	11.801	Extending efforts to complete	
0.224	0.002	10.962	Resist in the face of obstacles	

5. Discussion and conclusion

The results of studying the research hypotheses indicate that training components of choice theory is effective in reducing mother-child conflict. This finding is matched with the findings of Bardari (1393), Sohrab Nejad and his colleagues (1394), Valizadeh, Younesi, Bahamian and Sohrab Nejad (2015), as well as Hosseini et al. (2017). Altogether, the reason that choice theory reduces the parent-child conflict is that the theory of choice emphasizes the current relationship. In this regard, avoiding addressing the past, overlooking the complaints, and paying attention to what the authorities can do, not only reduces the time for conflict reduction, but also shows referrals that they can manage their life without conflict. The emphasis on choice theory is on the present and choice. The past is only important when is connected with the present actions. What has happened to us in the past has a remarkable and undeniable effect on our current situation. But we can satisfactorily meet our fundamental needs and plan to meet them in the future. Obviously, those who are looking for a remedy at the present time can choose to change. Blaming the past as the cause of problems is one of the most common methods among clinicians to shirk responsibility, which unfortunately traditional therapists have often strengthened it.

In addition, therapists believe that the main problem of most therapists is one: They are either involved in an unpleasant relationship or they lack anything to call it a relationship. Most of the clinician's problems are due to their inability to establish relationships, to be intimate with others, or to establish a satisfactory or successful relationship with at least one person in their life. According to this theory, we are ourselves who choose all our actions, including our misery. Others cannot make us miserable and happy. Information is all that we can get from others and all that we can give to others. But, information by itself cannot force us to do something or have emotion. Information enters the brain and the brain processes it, then we decide what to do. We choose all our actions indirectly and almost all the emotions and the main part of our physiology. No matter how bad you feel, most of the events that occur during your pain and illness are indirect consequences of the actions and thoughts you choose or do. Glaser believes that patients have chosen their behaviors as a way to solve the frustration caused by an unpleasant relationship. An important part of the choice theory is based on this assumption that individuals ultimately are themselves determiner and responsible for their lives. This approach is positive and optional and describes how individuals control the world around them and teach them to meet their needs more sufficiency. In this theory, methods are used that determine the needs, likes and perceptions of clientele, and the overall behavior of the clientele will be examined through focusing on actions according to their needs and values. Treatment is mainly done in such a way that patients are taught to make effective choices with the people that they need to have relationship with. Since choose theory explains how to behave in order to improve relationships, teaching this theory into patients is part of the reality of therapy. Therapists perceive the emergence of psychological disorders as the inability of

a person to realize his five basic needs. As long as we feel bad, one or more basic needs of life are not met. The choice theory is based on the principle that, because we are essentially social beings, we need a bilateral kindly relationship. In Glaser's view, the need for affection and attachment is the first need and it is more difficult to meet. Human beings are the most important element of our world that we like to have relationship with them. We are intimate with them and we are very pleased to be with them. Perhaps this was one of the factors that had increased the reasoning ability for those who had received the training of the components of the choice theory. Because the results indicate that the experimental group had more reasoning than the control group. But that did not match with reasoning and aggression between mother and child and only their violence was reduced. The reasoning and aggression of mothers seems to have grown more than that of children, so the choice theory has not changed it much. However, the choice theory could prevent mothers from abusing their children. According to Piaget, at the beginning of the formative stage and abstract reasoning, for the first time adolescents can carefully examine their thinking processes and personality particularities. Therefore, they are confronted with the difficulty of knowing themselves. They also do not have enough experience in distinguishing between the processes of thinking and the views of others. For this reason, Glaser has suggested his own management of relationships for treating such a situation. He believes that in the long-term, the only thing that really exists as a "problem" in human life is the problem of "relationship," and humans can resolve it only through management. Findings of the study also showed that the theory of choice education is effective on behaviors that are related to self- sufficiency among female high school students. Training the components of this theory increases the behaviors that are related to self- sufficiency. So that, the self- sufficiency score of students after training was significantly higher than before the test. Based on partial squared coefficient, 20.7% of the variance of desire to behavior initiation 23.7% of the extending effort to complete and 22.4% of variance's resistance in facing obstacles is explained by choice theory which indicates the importance of the variable role of choice theory in explaining self-efficacy and behaviors that are related with it. This findings are matched with the research findings of Sohrab Nejad, Younesi, Dadkhah and Biglari (1394) who reported that the concepts of the reality therapy are effective on parent-child conflict and self- sufficiency in male adolescents and as well as is correlated with Naderis research with Ezat and Mtaghaedifar (2015) who found that based on choice theory, educational quality is positively effective on self- sufficiency. The reason for the corresponding of these findings can be ascribed to several factors. The first factor is that in this research and the current research was that students were the target population, although in the research of Sohrab Nejad, Younesi, Dadkhah and Biglar (1394) gender was male students and in this research, female students were selected. On this basis, it can be argued that the teaching of the components of the choice theory is not likely to be influenced by gender. The second factor can be related to the common principles of choice theory, since in all cases the principles of this theory are similar, and only the method of conveying it and the content of the meetings can be

different. Based on the findings, it appeared that the above-mentioned researches had been successful in this field. The same self- sufficiency scale was another reason for matching the results however, in the Naderis research with Ezat and Mtaghaedifar (2015), the Jinss Morgan questionnaire and in this study Sherer ET and co-workers questionnaire was used. These two scales differ in part from one another, but essentially, they measure one category. Based on the comparison, a small difference in measurement scales cannot be an obstacle to the effectiveness of the choice theory on student self- sufficiency. But in this case, Shafi Abadi and Shamipoor (1395) believed differently. Based on the study which its purpose was to determine the effectiveness of group counseling on the self-efficacy and change of student job identity based on choice theory, they reported that group counseling based on the choice theory on student self-sufficiency was not effective at the 5% error rate. This means that the choice theory does not have statistically the ability to explain student self- sufficiency. They believe that adolescents are at an age where they do not have the knowledge of their abilities and values and this leads to the conclusion. According to them, adolescents, because of being at this age, have no knowledge of their abilities and values, and this leads to this conclusion. According to Bastan, Jamalzadeh and Rakhsh (1394), this kind of inference was not confirmed because in the educational environment choice theory was on directing students towards a better function in their own world and, in turn, training the proper use of their actions and thoughts in a way that facilitates the satisfaction of their imagination in the world that they are connected with. Therefore, the research showed that explaining of self- sufficiency cannot be limited to just one category. There may be many other contextual and environmental factors that explaining of self-sufficiency can be done solely based on them. This inference is confirmed by Eduard Juzub and Baker (2014), because they report that self- sufficiency explanation does not depend solely on a particular factor, but rather several important factors such as the individual's educational background, faith in God, economy, age, Maturity, support from others, self-determination, and past success are effective.

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