Effectiveness of Group Reality Therapy on Emotion Regulation and Academic Self-efficacy of Female Students

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Abstract

Background and Objective: Self-efficacy beliefs are home base and motivation Center in human and related to variety of cognitive and motivational factors such as and emotional regulation. Therefore this research investigates the influence of group reality therapy on emotion regulation and academic self-efficacy of Female Students.

Material and Methods: This study was a quasi-experimental study with pre and post- tests and follow up. The study population included all nine grader female students in the academic year 1394-95 within the region 5 of Tehran. 4 school were chosen through the random multistage sampling and 60 students who were obtained lowest scores in academic self-efficacy questionnaire (Sherer & et al) as well as emotion regulation questionnaire (Garnefski & et al) were selected, and then they were assigned randomly to the two control and experimental groups of 30. The experimental group received group reality therapy training for eight treatment sessions (90 minutes for each session). The data were analyzed using SPSS-18 and repeated measures ANOVA.

Results: Findings indicated that there is significantly difference (P <0.01) in Mean (SD) scores of post-test 26.1 (2.2) and follow up 26.2 (2.2) experimental groups in academic self-efficacy and in scores of posttest 36.3 (3.3) in emotion regulation (P <0.05). But there isn't significantly difference in mean scores of follow up 34.8 (2.1) in emotion regulation.

Conclusion: According to the results obtained, group reality therapy training can be useful and applicable as the psychological therapeutic interventions for increasing academic self-efficacy as well as emotion regulation in the students.

Keywords: Reality therapy, Emotion regulation, Academic self-efficacy, Students.