



## **CONSTRUCTION, RELIABILITY AND VALIDITY OF CHOICE THEORY AND REALITY THERAPY (CTRTR) GROUP IN MALAYSIAN PROBLEMATIC STUDENTS**

**Ahmad Jazimin Jusoh**

*Universiti Pendidikan Sultan Idris, Malaysia*

**Zakaria Mohamad**

*University Malaysia Terengganu, Malaysia*

**Abdul Malek Abdul Rahman**

*Universiti Pendidikan Sultan Idris, Malaysia*

**Mohd. Nasir Bistamam**

*Universiti Pendidikan Sultan Idris, Malaysia*

**Mohd. Aziz Shah Mohd. Arip**

*Universiti Pendidikan Sultan Idris, Malaysia*

**Kamaruzaman Jusoff**

*Universiti Putra Malaysia, Malaysia*

Choice Theory and Reality Therapy is a counseling theory that is used by counselors in group counseling. This study aims to develop and validate the Choice Theory Reality Therapy (CTRTR) Group Counseling Module. The first phase of the study involves the construction of the module through an analysis of literature review documents. Results showed the process of eight counseling sessions that do not include the pre session and the evaluation session. Results showed that all the experts agree that this module is suitable for a variety of disciplinary behavior. The modules' validity scores were 0.83 and 0.89, while the reliability of the module was 0.83.

*Keywords:* Construction, Validity, Reliability, Choice theory, Reality therapy, Group counseling, Disciplinary behavior.

## INTRODUCTION

The most important matter in counseling is the process of helping individuals and groups by psychological approach based on firm counseling theory. The assistance given by the counselor to have a variety of ways, such as individual counseling, group counseling, individual guidance, group guidance, consultation, counseling or guidance program. The focus of this study is to develop and validate the group counseling modules based on Choice Theory Reality Therapy (CTRT) in dealing with student that commit discipline problems. Validity should be done to test the content and suitability of these modules in terms of treatments or interventions.

Choice Theory and Reality Therapy or CTRT was developed by William Glasser who had his doctorate clinical psychology. He was born in Cleveland Ohio, California on May 11 1925. Reality Therapy was recognized when the start of therapeutic products through the use of this therapy by Glasser on female delinquent and treatment by his supervisor named Harrington on chronic psychotic patients (Glasser & Zunin, 1979).

Glasser (1998, 2001) and Ahmad Jazimin (2008) stressed that Choice Theory emphasizes that individual behavior is derived entirely from the individual's internal world (quality world). External world (real world) gives effect to the individual after he chooses what is best for him. Internal world (quality world) consists of five basic needs that are love and belonging, power, freedom, fun and survival.

According to Glasser (1998) conflict arises when what the individual wants (quality world) is not the same as what the individual gets (perceived world) from his real world. Clients will make choices based on pleasure and pain through a balance scale (comparing place) that exist within him. This matter will influence the individual behavior which includes aspects of behavior, thinking, feeling and physiology. Total behavior is what will contribute to successful identity and failure identity. Personality is formed when individual fails to fulfill his basic needs in a manner that is responsible. Failure personality usually disappointed with his life and always denying that he fails to reduce the pain. As a result of frustration and despair, the personality will select the negative symptoms and perform the behavior problems in discipline. Individual who fails would be escaping from responsibility after his emotions and thinking disturbed (Glasser, 1965; 1998 & 2000). So, this is a primarily the role of counselors who practices Reality Therapy to help individuals with failure identity.

Reality therapy is the application of counseling and psychotherapy that are used to assist clients based on RWDEP strategy. RWDEP system is an acronym strategy in Reality Therapy that is used by counselors to help clients change their behavior based on their needs. Wubbolding & Brickell (1999) state that R refers to a relationship with clients, W refers to the wants, needs and perceptions of clients, D refers to doing and directions that counselors have to explore the clients' total behavior, E refers to the evaluation that counselors do to help clients evaluate the behavior and consist of local and foreign expert. The experts' evaluations are to assess the suitability of contents to measure the selected domain (Wiersma & Jurs, 1990). The finally P refers to the planning and commitment for clients to change his behavior. The first phase of the study was done through the analysis of literature (Bogdan & Biklen 2003).

In the second phase, researcher does face validity which involves module suitability from suitable language aspect and context to expert. Then, researcher sent the draft module to expert panel to assess the module's content validity.

The decline of student discipline and discipline problems in schools today is very serious to achieve the level of concern (People's Resource Center, 2009). Based on the statistics of discipline problems in schools derived from the School Management Division, Ministry of

Education (2009), the number of student disciplinary cases in 2008 was 111, 978 cases. Where as in the year 2009 record 112,366 cases. There is little disparity in the number of cases in two years time. Type of misconduct and the number of cases occurred in 2009 were criminal offenses (17 518), obscenity (2 915), rude (20 808), vandalism (3 979), personal neatness (20 361), school truancy (20 286), delinquency (9 797) and wasting time (16 314).

School discipline problems become issues that must be addressed by all parties. If this issue is left without treatment to prevent it, maybe it will cause damage to religion, race and nation. Prevention and treatment strategies must fit with the types of discipline problems that exist. Therefore, a counseling approach should be reviewed comprehensively to enable interventions carried out to bring positive changes to the student that have discipline problems.

Studies related on the validity and reliability of the CTRT module has not been found in Malaysia. Based on previous studies, Glasser (1965, 1990, 1993, 1998 and 2000), Wubbolding & Brickell (1999), Corey (2005) and Palmatier (1998) showed that the use of Reality Therapy was successful in resolving cases of psychological and neurotics. CTRT was chosen for a detailed discussion about psychology and how counselors can help students with problems of discipline based on their quality world, basic needs, total behavior and the real world. A good module is when it can measure what should be measured and it is appropriate to the students involved in disciplinary misconduct. Structured group counseling required a complete module or guide for implementation. Thus, the validity and reliability is very important in the construction of a module. Therefore, the objectives of this study are two-folds, namely to develop a CTRT structured group counseling modules based on the analysis of literature, and to examine the CTRT structured counseling group's module based on the validity of expert.

## **METHOD**

This study uses a combination of qualitative and quantitative research design (mix-method) by survey. Qualitative methods is used to analyze the books' contents related with CTRT group counseling by analysis of documents while researcher analysed validity from experts quantitatively through cumulative score and also analyzed from expert responses. A total of 11 experts who review this module were selected by purposive sampling. They are Professors, Associate Professors, graduates Doctor of Philosophy (PhD) degree in counseling and a certified specialist in the area of Choice Theory and Reality Therapy. The panels researcher has referred the materials from the primary reading written by Glasser such as Reality therapy (1965), School without failure (1968) Choice theory: A new psychology of personal freedom (1998), Reality Therapy in action (2000), Counseling with choice theory: The new reality therapy (2001). In addition, the researcher has also referred Wubbolding's books titled Reality Therapy (1988) and Reality Therapy for the 21st century (2000). Then, researcher referred to the content of group counseling based on the opinion of Corey (2004), Corey & Corey (2006) and Jacobs, Marson & Harvill (2009). Based on the highlights of the books, the researcher wrote a complete draft of the module.

## RESULTS AND DISCUSSION

### Constructions of Choice Theory Reality Therapy (CTRT) Group Counseling Module

Researchers have built a framework of CTRT group counseling modules based on modifications in reading, training in Reality Therapy and views from experts in counseling. CTRT module intended for students who engage in discipline problems based on the guidelines of discipline as stated in Regulations of Education: Student Discipline 1998 (Mohd. Ismail, 2006). Mohd. Ismail (2006) also stresses that there are three categories of student discipline problems which are heavy, medium and mild. In this module, researcher picks students that misconduct of medium and mild discipline problems as members of the group counseling. This module was built based on the stages of group counseling suggested by Corey (2004), Corey & Corey (2006) and Jacobs, Marson & Harvill (2009). The stages of structured group counseling can be seen as follows, namely Pre Session Level, Introduction and Constructed Relationship, See Real World, Understand Whole Real World and Basic Needs, Conflict Between Basic Needs and Real World, Doing and Direction, Self Evaluation and Sharing Self Evaluation, Assessment and Make Assessment On Group Member's Planning, Termination and Evaluation Session / Post Level Group.

### ASSESSMENT OF EXPERTS

Table 1 - 6 shows the mean score of the module's content validity, validity and reliability in sessions and activities suitability.

Table 1 shows the mean scores of the module content validity. The highest mean score obtained is 0.91 on the statements' module content in accordance with Choice Theory Reality Therapy. While the lowest mean score is 0.81 which shows five different statements.

**Table 1.** Content Validity Assessment Module.

<b>Statement</b>	<b>Score</b>
This module content hit the targeted population	0.84
This module content can be implemented properly	0.82
This module content suitable with the time allocated	0.81
This module content can reduce student involvement in disciplinary problems	0.81
Module content can identify students' basic psychological needs	0.84
This module content in accordance with Choice Theory Reality Therapy	0.91

Table 2 shows overall expert validity coefficients. Overall, the mean score for the assessment of content validity of this module is worth 0.83. The values of 0.83 mean that this module has high content validity.

**Table 2.** Overall Expert Validity Coefficients.

<b>N</b>	<b>Minimum Value</b>	<b>Maximum Value</b>	<b>Percentage</b>	<b>Validity Coefficient</b>
11	5.0	10.0	83.5%	0.83

Table 3 shows the mean scores of the sessions and activities suitability in the module. The highest and lowest mean score obtained is valuable for all ten of the statement. The highest score is 0.92 and the lowest score is 0.85.

**Table 3.** Session Suitability Assessment and Activities in Module.

<b>Module/ Sub Module</b>	<b>Score</b>
Pre Session	0.85
Session 1: Introduction and Building Relationship	0.89
Session 2: See Real World	0.91
Session 3: Understand Whole Real World and Basic Needs	0.90
Session 4: Conflict between Basic Needs and Real World	0.91
Session 5: Doing and Direction	0.89
Session 6: Self Evaluation and Sharing Self Evaluation	0.88
Session 7: Assessment and Make Assessment on Group Member’s Planning	0.90
Session 8: Termination	0.92
Evaluation Session / Post Level Group	0.90

Table 4 shows that the overall mean score for the suitability of session and activities carried out in the module are worth 0.89. The value 0.89 indicating the validity of the module sessions and activities is high.

**Table 4.** Validity Coefficients Sessions and Activities Group Counseling Module Choice Theory Reality Therapy (CTRT) Based on Expert Evaluation.

<b>N</b>	<b>Minimum Value</b>	<b>Maximum Value</b>	<b>Percentage</b>	<b>Validity Coefficient</b>
12	7	10	89%	0.89

The Table 5 shows the mean scores of the module content reliability. Overall, the mean score for the assessment of content reliability of this module is worth 0.83. The values of 0.83 mean that this module has high content reliability.

**Table 5.** The Reliability Value of Group Counseling Module Choice Theory Reality Therapy (CTRT).

<b>Module</b>	<b>Cronbach Alpha Value</b>
Group Counseling Module Choice Theory Reality Therapy (CTRT)	0.83

Table 6 shows the mean scores of the sessions and activities suitability in the module. The highest and lowest mean score obtained is valuable for all ten of the statement. The highest score is 0.99 and the lowest score is 0.88.

**Table 6.** Reliable Counseling Sessions and Group Activities Module Choice Theory Reality Therapy (CTRT).

<b>Module / Sub-Module</b>	<b>Activity / Content</b>	<b>Reliability Coefficients</b>
Pre Session	<ul style="list-style-type: none"> <li>• Identifying members of the group</li> <li>• Briefs</li> </ul>	0.98
Session 1: Introduction and Building Relationship	<ul style="list-style-type: none"> <li>• Introductory session between members of the group, building relationships (Rapport)</li> </ul>	0.92
Session 2: See Real World	<ul style="list-style-type: none"> <li>• Drawing out, the venture of the real world group of the group</li> </ul>	0.92
Session 3: Understand Whole Real World and Basic Needs	<ul style="list-style-type: none"> <li>• Explore the world quality</li> <li>• Understanding the quality world</li> <li>• Drawing out, the venture group members on basic needs</li> </ul>	0.96
Session 4: Conflict between Basic Needs and Real World	<ul style="list-style-type: none"> <li>• Drawing out, the venture related to a group of basic needs and real world experienced by members of the group</li> </ul>	0.95
Session 5: Doing and Direction	<ul style="list-style-type: none"> <li>• Discussion group members focused on the behavior of the (current behavior) or the overall behavior of the present (total behavior) to identify requirements</li> </ul>	0.88
Session 6: Self Evaluation and Sharing Self Evaluation	<ul style="list-style-type: none"> <li>• Evaluation of treatment-specific treatment to be implemented</li> <li>• Members of the group will discuss the treatment-treatment to be implemented</li> </ul>	0.96
Session 7: Assessment and Make Assessment on Group Member's Planning	<ul style="list-style-type: none"> <li>• Encourage clients to make choices. Driving the client to view the selected design is suitable for use.</li> </ul>	0.99
Session 8: Termination	<ul style="list-style-type: none"> <li>• Members of the group had to understand myself, realizing the weakness and strength of self.</li> <li>• The last speech, affirmation, words of motivation for members. In what round earned share of the group.</li> </ul>	0.92
Evaluation Session / Post Level Group	<ul style="list-style-type: none"> <li>• See the development of client behavior as a result of group sessions attended.</li> </ul>	0.99

## Module Content Validity Improvement

The improvement in overall comments were given by the expert evaluators. Overall, the experts gave the positive comments and help in improving the module. Based on the comments from the experts, overall contents of this module suitable to be used in dealing with student discipline problem in school. Module produced good, quality, and natural. To improve, add a philosophy and a little description of each activity related to a written philosophy. But need pay attention to punctuation and ensure coordination. Model construction of the module is not specified, and readers are unclear and difficult to understand the methods of the module. Long term, have to be faith awareness and believe it can reduce discipline problems.

"If the students refused and do not want to be in counseling, you need to stand with what THEY think other people want from them, not what THEY want." - If the student refuses, and do not want to undergo. That it is structured well and would be helpful to students. The counselor should include him/herself as part of the group and also share thoughts and feelings. The group should evaluate how we are doing as a group also. Maybe teacher could also evaluate their own behaviours. The content and input of this module will increase the sense of responsibility in students to take control of their own behaviour. Awareness of themselves and the consequences of their choices will definitely add depth and maturity to their thinking and the quality of their own self evaluation.

Generally Choice Theory & Reality Therapy group counseling module proposed has high content validity. In terms of content, very good and meet the requirements of Choice Theory & Reality Therapy. All the objectives are specific and clear. Assessment indicators clearly relate to the objectives. Content can implement properly. With little amendment proposed and evaluate one behavior equally.

The activities and procedures are appropriate to the age level of the students. This module is more interesting if it has varied activities. Always think that the members of this group are troubled teenagers with discipline problem. They will quickly get bored if only talk. They are very creative and if they have hidden issues may be difficult to make self-disclosure without the help of simulation. Not just talk but involve physical activities, social, cognitions that can stimulate the involvement of the client. The module may need to include simulation activities, for examples:

- Session identification – using papers to state fears and strengths.
- Real world - help the participants expressed feelings through touch. = Texture, the fruit with variety texture and taste.

Session's pre module could be shortened. Planning assessment module also could be shortened. The sessions probably take a very long time. Time is depends on issues and commitments of members. The experts concerned about time because for some sessions there are too many questions that must be answered by a member of the group. It may have members who will be missed. The experts suggest the group narrowed to 10 people. If it is not possible the numbers of sessions will not enough to reach the stage of planning and evaluation.

Module understands that basic need could be shortened. Indeed right. Only have to make sure term and definition. This module can recognize students' basic psychological needs. Need to decide specific desired behaviour to be changed (equal).

Population to be studied not clearly stated. It should hit the targeted population. Suitable time allocated. The successful of this module is depends on group members' age (population)

and is depends on member intellectual level (time). State age of the population that suggest by expert is suitable for Form 5 and above.

### Suitability Improvement of Session and Activity in the Module

On the other hand, Table 7 shows the comments given by experts panel to improve each session and activities in the module. The whole comment shows that the module sessions and activities are suitable and accurate with the module's objectives that are to address the student discipline problem.

Researchers have used external criticism to get validity coefficient based on cumulative score derived from experts' assessment to obtain content validity of this module. According to Sidek (2002), content validity depends on whether the items contained in a measure that represents the field should be measured. According to him, the expert evaluation method is one of the conditions that determine the contents validity of an item.

Based on the recommendations put forward by the expert reviewers, there are some improvements that can be done to improve the quality of the module which is to clarify the actual population of the study subjects, the focus of the group process, a clear explanation of the terms used, the increase in terms of spiritual elements, and also in terms of session duration so that it won't take too long until affect the commitment and interest of the client. Other than that, this module should be tested in terms of reliability for the better in the future. In addition, this module should be measured by its effectiveness to the actual population. By that way, this group counseling module will be more significant in the context of population in Malaysia.

**Table 7.** Suitability improvement of session and activity in the module.

<b>Expert</b>	<b>Improvement</b>
Expert 1	I think all the aspects covered. Only time distribution must be rescrutinised to reduce overall time. I think it's too long and can "reduce" and commitments interest member.
Expert 2	Pre session, session 1, 2, 3, 4, 8, evaluation session – very suitable Session 5, 6, 7 - suitable
Expert 3	Pre Session <ul style="list-style-type: none"> <li>• Proposed 1 hour</li> <li>• State real number of members</li> </ul> Session 1 <ul style="list-style-type: none"> <li>• How many members?</li> <li>• Start with praises to Allah and Rasul.</li> </ul> Session 2 <ul style="list-style-type: none"> <li>• Proposed 1 hour 30 minute</li> </ul>



Session 3

- Proposed 1 hour 30 minute

Session 4

- For Islamic client, need to focus their effort on faith

Session 6

- A bit hard to evaluate behavior of every members - limited time
- Proposed to focus same behavior to transformed

Session 7

- Need to focus 2 or 3 choices and plan in detail.
- Summary 1 hour

Session 8

- 1 - 1 hour 30 minute
- Read guidance prayer

Expert 4

Overall good - have to focus on discipline issue of member in discussion  
This will meet the requirements of this session.  
The session in working stage need to be increased because it becomes  
focus to member problem.

Session 4

- Counselor's exploration process on basic needs and real world is not clear.

Session 5

- No example sentence from counselor to be evaluated.

Session 6

- Need to focus on disciplinary problems posed by member.

Session 7

- Session perhaps is problematic if practiced among discipline problem students.

Session 8

- Is it only by round?

Expert 5

Overall, the entire module content are established and suitable to deal student with discipline problems in school. There is repetition in module intro section which could be improved and improvement is for better module quality. Good module content, quality and natural.

Pre session until evaluation session – Excellent

Expert 6 I suggest the focus should be more on sessions but do not ignore the goals and recommendations of the theory modules.

Expert 7 Suitable continued.

Expert 8 Coordination of the writing format should be considered.

Session 1

- Appendix A – Personal profile
- Must have form attachment
- Philosophy - example: 'you'll be lost if not ask'

Session 2

- Philosophy - example: 'you'll not love if you don't know it'

Expert 9 What is the age of the student?

Pre-session

- It is good to do research with control groups

Session 1

- You have to deal with the cohesion of the group more than the introduction of group members
- Determine what they want from the group, from themselves, from individuals around them
- "Very detailed - well."

Session 2

- Stress the requirements, focus and control what other people say about themselves.

Session 3

- Stress about what they want they do not get from other people

Session 4

- "Yes, by all means, counselor can share perceptions."
- It should be the honest group

Session 5

- Relate the process more on WDEP effectively

Session 6

- Help them make self evaluation

Session 7

- They should be exposed to WDEP systems and planning at the beginning of the process

Session 8

- Questions are the best. The questions relate to specific cases
- Need to deal with feelings of separation

Expert 10

The session was arranged logically and great views. The author shows the arable and the concept of Choice Theory and Reality Therapy are assured. An additional activity to link students' involvement is a bonus. Overall, this module is a convincing and reliable.

Pre-session

- Good opinion

Session 1

- Should be a fun session

Session 3

- How should include fun activities
- Best explained
- How to connect the students through the activities?

Session 4

- Not easy to lead sessions
- Connected
- Should be given encouragement

## CONCLUSION

Based on the responses from expert evaluators, CTRT group counseling module contains sub-constructs that can be used among students in schools. This study implies that counselors can use CTRT group counseling module in their practice. Furthermore, this research will also contribute to the counselor's education training in Malaysia. It is suggested that future work should focus on the effectiveness CTRT group counseling module towards another behavior problems amongst adolescence in school.

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