Effectiveness of concepts of reality therapy on parent-child conflicts father-son and self-esteem in male adolescents in Ilam province

Reza Valizadeh[1], Seyyed Jalal Younesi[2], Ghobad Bahamein[3], Ali Sohrabnejad[4], Sajad Sohrabnejad[2*]

1. Department of Psychiatry, School of Medicine,Ilam University of Medical Sciences, Ilam, Iran
2. Department of Consultation, Social Welfare and Rehabilitation Sciences University, Tehran, Iran
3. Department of Psychology, Payame Noor University, PO Box 19395-3697, Tehran, Iran
4. Department of Public Health, Faculty of Dentistry, Ilam University of Medical Sciences, Ilam, Iran

[*]**Corresponding author:** Tel: +98 918 9405493
Address: counseling university of Social Welfare and Rehabilitaion Sciences, Tehran, Iran.
E-mail: sohrabnejad1989@gmail.com
Received; 2015/04/22 revised; 2015/07/2 accepted; 2015/07/30

Abstract

Introduction

Reality therapy is a particular approach in adolescent development and independence that repeatedly emphasized on the disagreeable relationships and self-control to encourage personal growth. Unfortunately, we could not find any study in the context of effectiveness of training reality therapy concepts on parent-child conflicts and self-efficacy. Therefore, this study were done with the purpose of considering the effectiveness of training reality therapy concepts on parent-child conflict father-son and self-esteem in adolescents in Ilam province.

Materials and methods: This study was a semi-experimental research which its statistical community consisted of all first and second grade students of Motahari and Shahriari high schools in Ilam province during 2014-2015. Nearly, 30 students were selected by a random sampling method, and assigned into intervention and control groups. To appraise dependent variable, the Murray Strauss Parent-child conflict (father-son version) questionnaire of self-concept as well as the Coppersmith self-respect questionnaire were used in the study.

Results: The results of multivariate analyses of covariance revealed that the posttest scores of parent-child (father-son) conflict were considerably reduced in the experimental group compared with the control group ($P<0.05$), and the self-esteem scores in the experimental group was significantly increased than in the control group ($P<0.01$).

Conclusion: Reality therapy training program caused to diminish parent-child conflicts and escalating self-esteem in adolescents and therefore, it is recommended that this program be used to reduce parent-child, father-son conflicts and increase self-esteem in the educational, psychological and educational levels along with other programs.

Keywords: Training concept of reality therapy, Parent-child conflict, Self-esteem

Introduction

Adolescence is a period of identify with identity, it is also comprised of cognitive, physical, emotional and behavioral changes (1). Conflicting, sometimes, concurrent feelings caused temporary or permanent unsteadiness in adolescent. These unpredictable feelings affect all aspects of their life, and also results in tension and anxiety and sometimes incongruity and conflict in his relationship with others, the prevalence of behavioral and mood disorders is promising (2). On the other hand, getting hold of coping with skills against this extensive range of interior and exterior changes can be help adolescents at this stage of life, If the

[Downloaded from demo.medilam.ac.ir on 2026-11-15]

conflict is rigorous and the person does not have possession of the necessary skills, harmful consequences such as behavioral problems, personality, emotional and misdemeanor will be followed (3). Parent - child relationship is one of the badly chosen factors that psychologists are regularly and specially emphasizing on it. This relationship is established during childhood, particularly adolescence, and it is considered as the basis of the future relations; the conflict that step by step occurred in this relation caused to loss reciprocal goals, also the failure of relationship and individual (4). There is a great relationship between sternness of conflict and psychological and social damage, also the quality of this relationship between parent-child and adolescent behavior is closely associated with their psychological adjustment (5). An individual belief system plays a major role in the compatibility of conflicts between different relationships; this means that it has a considerable impact on the quality of relationships and improving individual life, also communicative issues (6). self-esteem means one's beliefs and attitudes about himself (self); this belief and feelings of worthiness influences all aspects of individuals' life and attitude to their ability(7). Self-esteem and concept of self-worth is one of the most important factors in personality development and having good self-esteem, decision-making, innovation, health and mental health have a straight relationship with the amount of self-esteem and sense of self-worth and today, in many personality disorders and behavioral therapies such as shyness and isolation, stubbornness and aggression, laziness, evaluate and develop a sense of self-esteem, boost self-esteem and personal and social skills are considered as the first and most important step (8).Deb (2009), in his study performed on 118 patients with depression found that patients had significantly lower self-esteem. Here, women's self-esteem was less than men (9). Considering the problems that are caused by low self-esteem and also more research has been conducted on this topic are descriptive and less intervention the call for intervention approaches is more felt then, Although interventions by Mac Manus (2009) with the cognitive-behavioral approach to modify the recognition of individuals with low self-esteem who were anxious and depressed the results showed the effectiveness of this approach (10). Therefore efficiency of different approaches can lead to better individuals' understanding of their beliefs and self-worth on the other hand dealing with conflicts between parent-child and greater compatibility in relationships and so that the equips the person with skills that rely on internal resources And suggests an effective internal control in that eventually led to change the inconsistent behavior of the parent-child conflicts and lack of self-esteem. Anyone for efficient control of his life should satisfy the needs which he considers them important and vital and does not prevent others from meeting their needs. If a person acts responsibly it will causes that his needs to be provided in relation to others and social environment the main teachings of Choice theory and reality therapy we do have control over our lives more than we think but unfortunately much of these controls are ineffective and inefficient and we have not learned to select more effectively and efficiently(11), Humans can create a better position for themselves by choosing the most appropriate and effective ways to achieve contentment, power, freedom, love and belonging (12). In fact, although the underlying human needs are the same, but the specific actions that each person will choose to satisfy their basic needs to be achieved, is unique. (13) Considering what about the parent-child conflicts and self-esteem and how control resources increase them (14) and considering the benefits of group therapy, the study intends to scrutinize the effectiveness of teaching the concepts of reality therapy on parent-child,

[Downloaded from demo.medilam.ac.ir on 2026-11-15]

father-son conflict and self-esteem in male adolescents.

Materials and methods

This research was a quasi-experimental study with pretest-posttest and control group. In this study, subjects were randomly assigned in control and experimental groups. Statistical population of this study was consisted of male 16-19 years old high school adolescents, the sample consisted of 30 students from a community 400N: 93-94 academic year at the Motahari Shahriari martyr high school in Ilam province. Population under condition of study after completing the parent-child, father-son conflict and self esteem questionnaires, students who achieved low to moderate scores were selected and randomly assigned into two control and experimental groups, the experimental group received 8 sessions of 90-minute intervention and the control group received no intervention and after the effectiveness of the intervention the control groups were also involved.

The content of training sessions:

First session: Greetings and meet with each other the members of the group, expressing the rules governing the group and how to communicate with each other.

Second session: Focusing Knowledge and awareness of members on themselves Identifying the pros and cons themselves and try to learn to achieve the successful identity.

Third session: Teaching of responsibility and how Being a responsible for all actions and choices taken and communicate effectively with others.

Fourth session: Decision-making skills training focus on the present and review the changes in thoughts, feelings, and actions, physiological in the present.

Fifth Session: Training and suit the basic needs as stimulating behavior and put in to the planning for decisions making.

Sixth session: Training behavior estimation, evaluation of value judgments about themselves and others and recognize the goals and values in relationships.

Seventh Session: Training how to deal with positive and negative feedback during the conflicts in life.

Eighth Session: Problem-solving skills schooling and attention to psychological control method of choice theory in life.

Research Tools:

Conflict Strategies scale: This scale is made by Murray Strauss, and has 15 questions that determine the three strategies of conflict resolution skills, reasoning, verbal aggression and physical aggression among family members.

This questionnaire contains 15 questions that measures 3 tactics of conflict resolution: the skills of reasoning, verbal aggression and physical aggression among family members. This questionnaire is grading based on the Likert scale with five levels of very low to very high that shows amount of behavior in each one question. The first five question of the questionnaire that measures reasoning are grading reversely. High scores on this scale point toward a conflict and is less than way of thinking strategies questions directly grading scale verbal aggression is physical. High score on this scale be a sign of conflict and greater use of verbal and physical aggression strategies. Each subscale scores range is between 5 and 25. Score of 5 indicates to be deficient in conflict and finally 25 represents the greatest conflict. The scores for the entire test range are between 15 and 75. The score of 15 indicates to be short of conflict

[Downloaded from demo.medilam.ac.ir on 2026-11-15]

and finally 75 represents the relationship is deteriorated.

Parent-child Conflict Scale reliability and validity: Numerous studies have confirmed the internal consistency of subscales, verbal aggression and physical aggression reasoning. Cronbach's alpha coefficients ranging have been achieved between 42% and 76% scale argument for scale between 62% and 88%, verbal aggression, physical aggression subscale for between 42% and 96% (15).

Coppersmith self-esteem Questionnaire: this test measures the person's attitude towards its own several features, especially in relation to peers, parents and the school environment, such as humiliation, feelings of inadequacy, self-confidence and ability to face the problems of life. This test contains 58 articles and measures self-esteem in 4 subscales and has a lie detector scale as well. To estimate the reliability of the questionnaire used in the process of Pearson's correlation coefficient and the correction factor is obtained and the method of Spearman - Brown, respectively, amount of reliability coefficient by this method was 83%, which was statistically significant (16). In another study about the internal consistency, Cronbach's alpha reliability coefficient was obtained 81%, it was statistically significant that after the implementation of reliability coefficient for the total sample, 79% were reported (17). Selection criteria for the people who were selected in this study, the cut point score less than 23 on this questionnaire.

Results

In the findings descriptive indicators on variables of the parent-child conflict father-son and self-esteem are discussed and then the data in each variable are provided, and then post test of these variables are compared (Table 1).

Table 1. Descriptive indicators of data obtained from the implementation of parent-child conflict father-son pretest and posttest.

Group	Variables	Number	Pre test	Post test
Experiment	Reasoning	15	13.40±1.63	6.86±1.35
	Verbal aggression	15	12.73±1.16	8.86±1.68
	Physical aggression	15	13.00±1.25	7.46±1.24
	Total score of conflict	15	39.13±2.44	23.20±2.78
Control	Reasoning	15	13.26±1.38	13.20±1.65
	Verbal aggression	15	12.33±0.89	12.40±1.24
	Physical aggression	15	13.13±1.40	12.20±1.61
	Total score of conflict	15	38.73±1.98	37.80±2.45

Data are shown as mean ± standard deviation.

As you can see, the mean scores of the experimental group, compared to the pre-test and post-test phase, the components of parent-child conflict father-son questionnaires have declined significantly. This change is not observed in the control group (Table 2).

Significance of Multivariate analyses indicators (WilkśLamda, Hotellingś Trace, Royś Largest Root and Pillai's Trace) confirms this issue that there was a significant difference in at least one of the inventory component of parent-child conflict father-son. Therefore each of these components was analyzed.

As seen in the above table results obtained from comparison of the reasoning component posttest in two groups by

[Downloaded from demo.medilam.ac.ir on 2026-11-15]

controlling effect of pre-test suggests that after attending the concepts of reality therapy sessions reasoning component scores of teenagers who participated in the experimental group rather than those who were replaced in the control group were significantly reduced. (f1.25=214.181, P<0.0005).

Table 2. Results of multivariate analysis of covariance.

Type of test	Amount	F	P
Pillai's Trace	0.934	109.021	.000
Wilks Lambda	0.066	109.021	.000
Hotellingś Trace	14.220	109.021	.000
Royś Largest Root	14.220	109.021	.000

Results obtained from comparison of the verbal aggression component posttest in two groups by controlling effect of pre-test suggests that after attending the concepts of reality therapy sessions verbal aggression component scores of teenagers who participated in the experimental group rather than those who were replaced in the control group were significantly reduced. ($f_{1.25}$=59.857, P<0.0005).

Results obtained from comparison of the physical aggression component posttest in two groups by controlling effect of pre-test suggests that after attending the concepts of reality therapy sessions physical aggression component scores of teenagers who participated in the experimental group rather than those who were replaced in the control group were significantly reduced. ($f_{1.25}$=1000.466, P<0.0005).

Results obtained from comparison of the Total score of conflict posttest in two groups by controlling effect of pre-test suggests that after attending the concepts of reality therapy sessions Total score of conflict scores of teenagers who participated in the experimental group rather than those who were replaced in the control group were significantly reduced. ($f_{1.25}$=323.964, P<0.0005).

Table 3 shows the descriptive indices data from the implementation of self-esteem questionnaire in the pretest and post-test to separate the group show, as you can see, the means of self-esteem in the experimental group, the posttest compared to the pre-test, a significant increase has been . This change is not observed in the control group.

Table 3. Descriptive indicators related to the implementation of the pretest and posttest data of self-esteem.

Group	Pre test	Post test
Experiment	32.00±4.11	37.44±4.43
Control	32.03±6.23	32.05±5.21

Data are shown as mean ± standard deviation.

As seen in the above table results obtained from comparison of the self-esteem component posttest in two groups by controlling effect of pre-test suggests that after attending the concepts of reality therapy sessions self-esteem component scores of teenagers who participated in the experimental group rather than those who were replaced in the control group were significantly increased ($f_{1..27}$=15.162, P<0.001).

Discussion

According to the findings of this study, subjects who were undergoing training concepts of reality therapy than those who did not receive training showed less parent-child father-son conflict and also showed greater self-esteem.

A finding of this study is Consistent with Srdarayady, Majdian, Moradi Shahr abadi, Ghasem Zade, Mohammad Olfat. and Byabangrd who examined the effectiveness of cognitive behavioral

[Downloaded from demo.medilam.ac.ir on 2026-11-15]

therapy and reality therapy , but what distinguishes this study, high school youth group and gender is male (14, 17-21).

To make clear the findings of this study it seems that the concepts of reality therapy with emphasis on interior control and responsibility of risk behaviors that alert people about the consequences and individual to ongoing assessment of interior control and treatment on the one hand, more and more heed And instead to remuneration this outcome, and environmental protection to protect individual person who is guiding the personal growth that the person can control himself and his relationship and always be aware of what is happening in conflict And be able to effectively conflicts which sometimes lead to irresponsibility and sometimes not love and be loved is the failure to understand the concept of That the person to control his behavior and the marks of his destiny and informed choice and is ultimately responsible, can reduce conflicts that happens between the parent-child relationship (22), concepts of reality therapy which are based on Concepts such as problem-solving tries to increase the reasoning skills among relations following this effort with the responsibility and he makes wise relations and highlights Pleasant consequences of this relationship and In other hand, verbal and physical aggression with repeat selection responsible for the overall behavior in the moment that if we all choose our behavior And should be fully aware of the responsibility we all deal with these behaviors conflicting relationships between parent-child tries it in a way with the internal management and control and provides Friendly and sincere relationship, which is a consequence of internal control And satisfies basic requirements with the field of reciprocated friendly relations.

Reality therapy concepts based on the values and beliefs on the other hand is trying to develop the ability and confidence in this ability that Individual believes to his limitations and abilities and relies in these beliefs and values in various positions and respects himself and in intimate relationships always rely on his internal locus of control n order to be aware of their capabilities to confront and overcome the obstacles and failures and cause increasing self-esteem and this finding and explaining is Consistent with Forghany, Babak, Mohammadi's findings.

Finally, it can be concluded from this schoolwork that training concepts of reality therapy to lessen conflicts between parent-child, father-son and increased self-esteem among children and adolescents has been effective And those in charge of education, counselors and psychologists It is optional to promote mental health in adolescents use the results of this research.

References

1. Stallman HM, Ralph A. Reducing risk factors for adolescent behavioral and emotional problems A pilot randomised controlled trial of a self-administered parenting intervention. Adv Ment Health. 2007;6:125-37.
2. Sadeghian E, MoghadariKosha M, Gorji S.[Exploration of Mental Health of Female Students and Hamedan in the academic year 2008]. J Hamadan Uni Med Sci. 2010;17:39-45.(Persian)
3. Pinili M. Relationship between Self-efficacy and symptoms of anxiety

[Downloaded from demo.medilam.ac.ir on 2026-11-15]

disorder and depression in a normal adolescent sample. J Person Differ. 2002;32(2):337-48.
4. Tlkhayy A. [Effect of Life Skills Training program on parent-child conflict adolescents]. J Educational Sci Psychol. 2011;12(8):47-51.(Persian)
5. Sadian F. [The relationship between the structure of power in the family and marital conflict]. J Educational Sci Psychol. 2003;13(6):43-6.(Persian)
6. Akbari A. Educational and vocational guidance compatibility. J Educational Sci Psychol.2010:21(7)71-6.(Persian)
7. Biabangard E. [Methods of boosting self-esteem in children and teenagers]. Tehran: Parent Teacher Societies; 1997: 52- 68. (Persian)
8. Deb,SibnathSelf esteem of depressive patients. J India Acad Appl Psychol. 2009; 35(1): 239-44.
9. Glasser W. station of the mind: New direction for reality therapy. New York: Herper colins; 2008:35-49.
10. Donato T. Maintenance for the ct/rt student in the classroom. In J Reality Therapy. 2004;24(3):110-25.
11. Loyd BD. The effects of reality therapy/choice theory principles on high school students' perception of needs satisfaction and behavioral change. Int J Real Therap. 2005;6(2):26-31.
12. Majdian M. [Studying religious views of newly-matriculated students at Tarbiate Modarres University and its relationship with self-esteem and locus of control]. J Psychol. 2001;51(3): 42-50. (Persian)
13. Mehrizi MA, Tahmasian K, Konesh AK. [The impact of anger management training on anger self- regulation skills and parent- adolescent conflicts in female adolescents of junior high (guidance) schools in Tehran]. J Fam Res. 2010;6(2):393-404.(Persian)
14. Falsafinejad M. [Studying the effectiveness of self-esteem on behavioral adjustment student s of 12-18 year, Qom County]. Tehran: Tarbiate Moallem Uni. 1993;51(5): 76-8. (Persian)
15. Emami T. [Comparative study of the effectiveness of cognitive-behavioral and parents, education on increased self-esteem of students]. Sci Res J. 2006; 13(7): 2-19. (Persian)
16. Moradi SF. [Study of the effectiveness of group reality therapy on increased selfesteem of students at Ferdowsi University of Mashhad]. J Psychol. 2007;5(3):55-100. (Persian)
17. Ghassemzadeh A. [Relationship of self-esteem, locus of control and educational progress in Shahid Beheshti University students]. J Psychol. 2007;6(4): 23-38. (Persian)
18. Mohammad Olfat F. [Study of the relationship between excitements and methods of causative documents (internal and external control) by self-esteem]. Iran J. 2003;12(4): 22-30. (Persian)
19. Biabangard E. [Study of the relationship between concepts of locus of control, self-esteem and educational progress of junior high school students of Tehran in school year 1990-1991]. J Edu. 1992;6(8):30-4. (Persian)
20. Moradi O, Sanaei B. [Effectiveness of problem-solving skills training on parent-child conflicts in secondary school student in Tehran]. News Busin Res. 2005;5(1):23-38.(Persian)

[Downloaded from demo.medilam.ac.ir on 2026-11-15]