

ABSTRACT

The purpose of this research was to study the effect of group reality therapy in creating success identity in academic achievement among students. The study was a quasi-experimental research project, using pretest-posttest control group design.

The study participants were first year and second year (2007 Freshman and Sophomore classes) students with GPAX below 2.00 at Thammasat University, Rangsit Campus. Students were divided into two groups, eight in the treatment group and nine in the control group, all participants were volunteers. The treatment group participated in a four-week group reality therapy program, consisting of eight 90-to-120 minute sessions, with the researcher acting as the group leader. The control group did not participate in the program. Instruments used in this study were:

1. The group reality therapy program, constructed by the researcher based on reality theory.
2. The success identity in academic achievement test which was constructed by the researcher based on reality theory.
3. A behavior record of students which was constructed by the researcher, used for student interviews, to test how well students learn and participate in the class.

The effects of the program were measured using a statistical nonparametric test; a Mann Whitney Test and a Wilcoxon Signed Ranks Test were conducted to determine significant differences in mean scores between the two groups. Tests were run between two groups at pretest and posttest and at four-week follow-up for the treatment group. The results of this study were:

The students in the group that participated in group reality therapy had statistically significant higher mean scores on the success identity in academic achievement test (medium level) after the posttest at .01 level. The treatment group did not have statistically significant higher mean scores than the control group at .05 level. The control group did not have a statistically significant increase in mean scores on the success identity in academic achievement test at the .05 level between the pretest and posttest.

In conclusion, students that participated in the group reality therapy program showed changing success identity in academic achievement in medium level.