

Comparison of the Effectiveness of Creativity Therapy Training and Group Counseling Based on Choice Theory on Students' Nostalgia

Alireza Tavoosi¹, Reyhane Sadat Hashemi Seraj², Fahimeh Yoosefi Joibari^{3*}

¹M.A of clinical psychology, Public University, Shiraz Branch, Shiraz, Iran

²M.A of Personality psychology, Islamic Azad University, Karaj Branch, Karaj, Iran

³PhD, Educational Psychology, Payam Noor University Teacher, Sari Branch Sari, Iran

*Corresponding Author Email: fahime_yoosefi@yahoo.com

ABSTRACT: Nostalgia has been described as a stressful reaction that is a result of being away from his or her home or attachment objection (parents). The present study compares the effectiveness of creativity therapy training and group counseling based on the choice theory on the nostalgia in students. The participants of this study included all students referring to the counseling center of Payam Noor University, Sari Center, in the academic year of 2016-2017. The convenience sampling method was used for the selection of all the subjects. The sample consisted of 45 individuals who were randomly divided into three experimental and control groups (15 individuals per group). In pre-test, the Exile feeling questionnaire was administered in all groups. The experimental group received the training of group therapy and group counseling based on the theory of choice in 8 (90-minute) sessions for 2 months. The control group did not receive training during this period. After completing the training, post-test was obtained in three groups. Data were analyzed using covariance analysis by the SPSS-16. The results showed that there is a significant difference between the effectiveness of creativity therapy training and group counseling based on choice theory in promoting students nostalgia ($p < 0.05$). Also, experimental interventions (group training based on group choice theory and creativity therapy) decreased the nostalgia in students. Creativity therapy training and group counseling based on choice theory may be effective in improving nostalgia in students.

Keywords: Creativity Therapy, Choice Theory, Nostalgia.

INTRODUCTION

Students who immigrate to other cities or countries to subliminate educations may encounter with mental symptoms such as nostalgia and depression. Nostalgia has been described as a stressful reaction that is a result of being away from his or her home or attachment objection (parents) (Thurber & Walton, 2007). The most important signs of having nostalgia are depression, anguish of not supporting by others, anxiety, avoidance from people and tedium (Sun & Hagedorn, 2016; Stroebe et al., 2015). Some strategies and therapies against nostalgia include being away from his/her home exercise, confronting strategies, having many friends and so on (Sun & Hagedorn, 2016; Thurber, 2005). Today, Glasser choice theory concepts are very important in educational psychology. Emphasis upon responsibility feeling is known as an effective factor upon nostalgia decreasing potentially (Sarah Gardner,

2015). Reality-therapy is based on control theory and assumes that persons are responsible for their actions, behaviors and feelings (Glasser, 2001). According to choice theory, we do not satisfy our needs directly. Postural world is described one brain part that we store some actions which result in good feeling. Humans are the most important element of our postural world (Seligman & Csikszentmihalyi, 2014). According to choice theory, we need to love mutually because we are social beings (Halasz, 2017). According to Glasser (2000), demand to love is a basic need because we need to persons to satisfy other needs. While satisfying this need is very difficult because we need to a person to satisfy this need (Halasz, 2017). Human is agitated by basic needs and he/she controls environment to satisfy his/her needs (Glasser, 2001). Creativity-Therapy is a new therapy for psychological health (Scott et al., 2004). Creativity is the ability of compatible opinions creating. A creative person seeks to new solutions that may result in more challenge and also have high self-confidence (Pirkhaefi, 2014). The Psyche health model based on creativity believes that human has high capacity to improve him/her. In fact, improving internal abilities may result in psyche health (Pirkhaefi, 2009). According to the study by Pirkhaefi (2013), high creativity may lead to depression & anxiety decreasing, better adjustment, more flexibility and optimism, more positive affections and make effective adaptive skills. All of these factors may decrease nostalgia because depression and anxiety are one of nostalgia consequents and adaptive skills, extending positive affections and optimism are therapeutic strategy to decrease nostalgia (Sun & Hagedorn, 2016; Thurber, 2005).

Therefore, we can conclude that creativity therapy may be effective upon nostalgia potentially (Toyama & Mauno, 2017). The aim of this study was the effectiveness comparison of creativity therapy training and group counseling based on choice theory upon nostalgia among students.

MATERIALS AND METHODS

The present research is a semi-experimental study with pre-test & post-test with a control group. The participants of this study included all students referring to the counseling center of Payam Noor University, Sari Center, in the academic year of 2016-2017. The convenience sampling method was used for the selection of all subjects. The sample consisted of 45 individuals who were randomly divided into three experimental and control groups (15 individuals per group). The inclusion criteria to the study included: education in Sari Payam Noor University, physical & mental ability to participate in research, informed satisfaction to participate in research and exclusion criteria included no satisfaction to continue answer questionnaire and if they chose to withdraw from the study, because participating in research about one term in 2016-2017, answering to questionnaire and posttest questions and participating at sessions continually that resulted in participants decreasing. First, all students referring to the counseling center were identified and then necessary explanations about the research such as being secret were presented and the students were entered the study after obtaining informed consent. In pre-test exile feeling and thought emotion questionnaire was performed in the three groups. The experimental group received the training of group therapy and group counseling based on the theory of choice in 8 (90-minute) sessions for 2 months. The control group did not receive training during this period. After completing the training, post-test was obtained in three groups. Data were analyzed using covariance analysis by the SPSS-16. All subjects received main information about the research and both groups were given the written informed consent. Also, all the subjects voluntarily participated to the study. The current research was approved by the local ethics committee of Islamic Azad University Sari Branch.

Nostalgia Questionnaire

The nostalgia standard questionnaire includes 36 items and 5 components tedium for family, returning tendency to country, aloneness feeling, maladjustment with new environments, and tedium for intimate friends. Scoring of this questionnaire is based on Likert scale (never, 1; little, 2; average, 3; much, 4; very much, 5). The least score is 36 and the highest score is 181. More score indicates more severe nostalgia understanding. Ejei et al (2008) calculated questionnaire reliability by the Cronbach's- α test that for tedium for family item, returning tendency to country, adjustment, aloneness feeling and tedium for familiar persons & environment were 0.90, 0.89, 0.85, 0.84 and 0.69 orderly (Ejei et al., 2008). It is mentionable that the Cronbach's- α value for nostalgia total score was 0.86 in the present study.

Therapy Sessions

Table 1. Group counseling based on choice theory training sessions.

Session	Session subject
Session 1	Becoming familiar group members with each other, introducing group counseling principles, explaining about choice theory concepts, introducing basic needs to subjects, becoming familiar with needs rate extremity and drawing needs profile
Session 2	Identifying difference rate of students needs profile, becoming familiar with behavior car (thought, action, feeling and physiology) and more cognition each member from himself/herself.
Session 3	Becoming familiar with reality therapy concept and creating responsibility feeling to satisfy basic needs
Session 4	Instruction reality therapy techniques, becoming familiar with external control concept and its destructive role in hearty relationships and replacing of internal control instead external control
Session 5	Becoming familiar with the talk over way about uncoordinated needs, cognition of aims & values and cognition of basic needs (physiological need, authority need, amusement need, freedom need, attachment feeling and identity
Session 6	Instruction of quality world concept, stating the importance of student's satisfaction from it and the way of planning for problem-solving based on present time.
Session 7	Becoming familiar with conflict concept and conflict relation with quality world and basic needs and instruction of some techniques to increase happiness
Session 8	Receiving feedback from previous sessions

Table 2. Creativity therapy training sessions.

Session	Subject	Aim
Session 1	Introduction communicating	Introducing, becoming familiar with instructor, learning concept, kinds of memory and its structure, amnesia reasons, stating clinical model of creativity therapy, distributions & aims.
Session 2	Instruction of creating metacognitive components	Fluency and flexibility were instructed from metacognitive component. We want that persons may use mental dynamism to change at quantity, diversity and novelty of mental products level.
Session 3	Instruction of creating metacognitive components	Instruction of second step (mental design, thought reforming, understanding and problem- solving)
Session 4	Instruction of creativity metacognitive components	It was instructed third step (making decision).
Session 5	Language components of creativity	Language components of creativity therapy including (reforming and word perceptual expanding, semantic extending and verbal relationships) were introduced
Session 6	Motivational components	Creativity therapy motivational components including motivational orientation and assiduity
Session 7	Personality components	Creativity therapy personality components including self-confidence, adventure and risk
Session 8	Body language components	Creativity therapy body language components including motor behaviors and body language

RESULTS

According to table 3, most samples aged between 26 and 30 and the age range of 36- 40 aged (with 13.34 frequency percentage) had the least frequency. 57.78 and 42.22% of the subjects were females and males, respectively. Table 3 shows the sampling distribution based on age and sexuality.

Table 3. Frequency distribution and frequency percentage of sample based on age and sexuality.

Variable	Level	Frequency	Frequency percentage
Age	20-25 aged	13	28.89
	26-30 aged	15	33.33
	31-35 aged	11	24.94
	36-40 aged	6	13.34
Gendr	female	26	57.78
	male	19	42.22
	sum	45	100

The mean and standard deviation of the participant's scores in nostalgia questionnaire for considered groups have been presented in table 4. Apparently, the mean and standard deviation of the nostalgia score for the experimental group (creativity therapy), experimental group (group counseling therapy based on choice theory) and control group at pretest stage were 129.066 ± 11.64 , 133.80 ± 15.55 and 135.33 ± 15.55 , respectively. Their values at post-test stage for the mentioned groups were 93.40 ± 4.64 , 70.40 ± 9.75 and 134.40 ± 14.17 . The other related results have been presented in table 4.

Table 4. Nostalgia Questionnaire mean & standard Deviation for Research Groups at pretest & post-test.

Questionnaire	Test	Experimental Group (Creativity Therapy)		Experimental Group (Group counseling Therapy based on choice theory)		Control Group	
		Mean	SD	Mean	SD	Mean	Sd
Nostalgia	Pre-test	129.06	11.64	133.80	15.55	135.33	15.55
	Post-test	93.40	4.64	70.40	9.75	134.40	14.17

It is necessary to regard its most important pre assumptions including data normality assumption. According to the results, the distribution of nostalgia is normal ($p < 0.05$). The other pre assumption was variances equality pre assumption that was calculated more than 0.05 ($p < 0.05$). The other pre assumption ie variance- covariance matrix consistency was confirmed by the M-BOX test.

The difference of two experimental groups including creativity therapy and group counseling based on choice theory in nostalgia, have been presented in table 5 with the multivariate covariance analysis test. As can be seen, there is a significant difference between nostalgia, of two groups ($p < 0.001$).

Table 5. Difference of two experimental groups including creativity therapy and group counseling based on choice theory in nostalgia, by multivariate covariance analysis test.

	Statistical Index	Value	F	df	Error, df	Eta coefficient	Sig.
Groups	Pillai's Trace	0.798	30.26	3	23	0.79	0.001
	Wilks Lambda	0.202	30.26	3	23	0.79	0.001
	Hotelling Trace	3.94	30.26	3	23	0.79	0.001
	Roys Largest Root	3.94	30.26	3	23	0.79	0.001

As can be seen in table 6, there is a significant difference between the effectiveness of two experimental groups' i.e creativity therapy and group counseling based on choice theory in nostalgia ($p < 0.001$). In other words, the effectiveness of creativity therapy and group counseling based on choice theory upon nostalgia, are significant.

Table 6. Multivariate covariance analysis of nostalgia, at post- test stage.

Source	Subscales	SS	df	MS	F	Sig.	Eta value
Pre-test	Nostalgia	0.190	1	0.190	0.004	0.952	0.001
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Group membership	Nostalgia	3182.61	1	3182.61	61.11	0.001	0.71
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Group counseling therapy based on choice theory upon nostalgia score decreasing was more effective than creativity therapy. The univariate covariance analysis test showed that creativity therapy decreased nostalgia score at post-test stage ($p < 0.001$). Univariate covariance analysis showed that group counseling based on choice theory has resulted in a decrease in nostalgia score ($p < 0.001$).

DISCUSSION AND CONCLUSION

The aim of the present research was the effectiveness comparison of creativity therapy and group counseling base on choice theory upon nostalgia among the students. These results are congruent with Mumford 2012 (Mumford et al., 2012) and Pirkhaefi 2009 research. Pirkhaefi's research (2009) illustrated that creativity training has resulted in an increase in creativity metacognitive components level increasing in instructed students (Pirkhaefi, 2009). Regulated creativity instruction may improve metacognitive components (Pirkhaefi, 2009). The difference that therapeutic creativity has compared to other therapeutic models is that it considers a suitable place for creativity as a sole factor managing internal changes (Turner, 2016). Creativity is both ability and a meta-ability; it means that it accretes other abilities and mental & personal capacities (Mascia et al., 2015). Creativity therapy emphasizes upon internal making creative (mind & personality) to attain normal behaviors (Mirzazadeh & Pirkhaefi, 2017). Age range is important to execute this technique; first, persons must be identified about their creative capacities, then they should be aware of appraisal and finally exercise facilities will be provided (Mirzazadeh & Pirkhaefi, 2017). The creativity therapy model (two- dimensional model) consists of self-efficacy and creative adaptation elements that are active at 5 levels including metacognition, language, motivation, personality and movement and this activity product is mind and personality improving toward health and constructivity (Mascia et al., 2015). The model presented by Pirkhaefi (2009) describing psyche health based on creativity states that human has high ability to improve; therefore, personal abilities and capacities are very important than his/her weakness. In fact, improving internal abilities may result in psyche health (Pirkhaefi, 2009). According to different studies, creativity instruction may result in flexibility, imagination & person mental ingenuity, mental well-being and adaptive procedures efficacy (question- focused or emotion- focused coping) increasing that all of them may improve psyche health (Hertrampf & Wårja, 2017). Therefore, training these features of creativity therapy may decrease nostalgia in students. According to results group counseling therapy based on choice theory upon nostalgia score decreasing was more effective than creativity therapy. Basis of Glasser choice theory holds in control psychology because humans have the ability to choose in relation to their personal and professional behaviors. Reality therapy helps persons to manage & control their planning. Control theory is the main concept of reality therapy that is one of basic principles to prevent negative emotions such as person's nostalgia. These models include new analysis & mind, mental & behavioral flexibility, adventure mentality, high self-confidence, high assiduity that all of them may be the features of creative persons (Farmani et al., 2015). McDonnell (2014) showed that there is a positive relationship between creativity and psyche health (McDonnell, 2014). However, we can state that creativity does not affect upon flexibility and students expansion but effects on ingenuity and fluidity. Sex variable also may be this non congruence factor. Cultural difference and bilingual are the other effective factors. Reality therapy is based on doing, control exists (Shafieabadi & Gholamhossein-Ghashghaiee, 2011). Some questions may be presented by reality therapist to identify client desires; these questions are: 1- identification of desires: what are client desires & perceptions? (Why) 2- process identification: what does client do in the fields of doing, thinking and feeling? 3-self-appraisal: how does client do some actions related to his/her desires? 4-self-appraisal is one of self-control displays i.e person is able to change his/her behavior. 5-planning: how should be planning for changing? (Yazdi-Ravandi et

al., 2016) The main element of choice theory indicates that learner chooses, regulate and control his/her environment.

The results showed that there is a significant difference between the effectiveness of creativity therapy and the group counseling based on choice theory upon nostalgia with the control group. In fact, the experimental interventions (group training based on group choice theory and creativity therapy) resulted in a decrease in both nostalgia score among the students. We can conclude that creativity therapy training and group counseling based on choice theory may improve nostalgia among the students.

Conflict of Interest

The authors declare no conflict of interest.

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