The Effect of Cognitive-Behavioral Training Based on Self-Esteem on Social Adjustment and Academic Achievement Motivation of First- Grade High School Female Students in Ashkezar

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Abstract

The aim of the present study was to evaluate the effect of cognitive-behavioral training based on self-esteem on social adjustment and educational achievement motivation of first-grade high school female students in Ashkezar. The design of this experimental study was pretest-posttest with control group. The participants included 30 high school female students in Ashkezar selected via cluster random sampling method who were divided randomly into two groups (experimental and control). The instruments used in this study were Bel (1961) Social Adjustment Scale and Academic Motivation Scale (AMS). Cognitive-behavioral training based on self-esteem included 8 sessions for the experimental group. MANCOVA was used to analyze the data. The result of this study showed that Cognitive-Behavioral Training Based on Self-Esteem increases social adjustment and achievement motivation of high school students in the experimental group in comparison with the control Group (p<0/05). So, the result of this study indicated that cognitive-behavioral training based on self-esteem is an important intervention to increase social development and psychological health of students.

Keywords: cognitive-behavioural training, educational achievement motivation, self-esteem, social adjustment

Introduction

According to the World Health Organization (WHO), teenager is referred to the age group between 10 to 19 years old (Sobhi Gharamlaki & Rajabi, 2010). One of the challenges of this era is the process of identification, socialization and interaction of adolescents with the world around them (Mohammadi, Ghasemi, Jafari & Rashidi Rad, 2014). The purpose of education is improving the social skills through which a teenager can recognize his or her behavior, thoughts and feelings and know how to communicate effectively with others. Teenagers with low social skills are distressed and anxious which may result in Social maladjustment (Mostaghimi & Shafi Abadi, 2012). American Psychiatric Association (1994) defines Social adjustment as coordinate behavior in order to perform environmental needs which requires the correction of impulses, emotions or attitudes (Hejazi, 2005; Khodarahmi, Alavi & Ezzati, 2016). Social adjustment is a mechanism by which a person finds the ability to belong to a group and the group accepts a new member (Goer, 2014). Social adjustment has signs of independence, accountability, and prospective (Hajjari, 2005). Another aspect of social adjustment that is considered in our research is the relationship between social skills and interpersonal

relationships enabling one to respect other people's interactions with others. It includes skills such as active listening, sympathy, proper non-verbal communication, and self-control skills that must be learned. Different variables and methods are used to promote social adjustment. One of these methods considered in this research is Cognitive-Behavioral Training Based on Self-Esteem.

Another important educational variable that plays an important role in the formation of identity and socialization during adolescence is Achievement Motivation. It is defined as the desire to succeed and participate in activities whose success depends on the person's endeavor and ability (Seyyed Mohammadi, 2006; Slavin, 2005). Among the factors influencing social adjustment or lack of social adjustment mentioned in past research, we can refer to educational factors such as false family patterns, the lack of a parent's relationship with the child, the exclusion of children, extreme support, emotional deprivation, excessive self-reliance on the child, unrealistic expectations and expectations of the parents (Julia & Wenny, 2012; Zupankik & Kavick, 2011). Individual factors that influence the level of social adjustment include emotional intelligence, self-concept, self-concept and stress coping style. Research has shown that teaching self-esteem in a cognitive-behavioral manner can lead to wide variations in levels of internal and external motivation. It also affects selecting of goals and regulation of academic performance. Often, students who have positive self-concept attracted more teacher's attention and their academic success are higher (Mostalami, 2002).

Over the past fifty years, cognitive - behavioral treatments have been an important component of effective psychological treatment for many behavioral problems. They involve various methods emphasizing on the role of cognitive-behavioral processes in the formation and continuation of psychological disorders. In general, cognitive-behavioral interventions are used for treatments and inaccurate responses control.

Cognitive-behavioral therapy is regarded as the teaching of new cognitive-behavioral skills which leads to a significant increase in more adapted behavior of the individual (Javanbakht, 2012; Karami & Jafari, 2013). The philosophy behind the cognitive-behavioral approach is that our thoughts and emotions play a key and fundamental role in our behavior. In fact, this method of teaching is a short-term, low-cost, problem oriented, and target oriented (Hakim Zadeh, Lavasani & Nowroozi, 2014; Lady, Anderson & Schulkin, 2013; Towzadeh Janni et al., 2007).

Moreover, Kanos (2010) believes that cognitive-behavioral techniques provide skills for clients that can

be used even outside the educational environment (Leddy & Anderson, 2013; Hundt, Mignogna, Underhill, & Cully, 2012)

The other assumption made in this research was that self - esteem education based on cognitive-behavioral approach affects academic motivation. Achievement motivation is defined as a person's willingness to reach a goal based on a set of standards (Pakdaman, Ganji & Ahmadzadeh, 2012). A large number of teenagers suffer from social adjustment and academic motivation. On the other hand, considering the importance of the concept of self-esteem, some programs have been proposed for promoting mental health and social and educational skills (Amirian & Sharifi, 2011). Today, cognitive-behavioral approach is considered as one of the most important approaches in changing attitude. Therefore, the aim of the present study was to evaluate the effect of cognitive-behavioral training based on self-esteem on social adjustment and educational achievement motivation of first- grade high school female students in Ashkezar. The proposed hypothesis of this study is to see whether cognitive-behavioral self-esteem training is effective on social adjustment and academic achievement motivation in high school students.

Method

This research was an experimental study with pretest-posttest and a control group. In the present study, cognitive behavioral training based on self-esteem is the independent variable and social adjustment and motivation for progress are dependent variables.

Participants

The statistical population of this study included all first grade high school female students of Ashkezar in the academic year of 1967-96. The research sample consisted of 30 students who were selected through random cluster sampling and were randomly assigned to two groups of experimental and control.

Instruments

The California Social Adjustment questionnaire and the Academic Motivation Scale questionnaire were used to measure the variables.

Social Adjustment Questionnaire

This questionnaire consists of 180 questions in two options, yes or no. This test has 12 sub-scales, half of which are used to measure individual adaptability and the other half to measure social adjustment (Aminian, Nisea & Sudan, 2010). The Social Adjustment

Questionnaire has 6 specific scores related to the sub-scales of social templates, social skills, antisocial interests, family relationships, school relationships, and social relationships, and also a general score as social compatibility which is obtained from the sub-scales scores. 90 questions of social compatibility questionnaire are "Yes" and "No", and according to the test correcting key, each six sub-scales to the correct answers gets one score and to the false answers the scores are zero.

The internal consistency of the test estimated by the split-half method as well as Spearman Brown's subcomponent of social adjustment was reported to be 0.87 to 0.90, indicating that all sixth questions are sub-scale have proper internal consistency. The internal consistency of the California personality test in Khodayarifard's research (2006) has been confirmed by using the Cronbach's alpha to be .98.

Educational Motivation Questionnaire

This scale has a 5 factor structure in Iranian society. Accordingly, this scale has 28 items and 6 subscales. Bagheri, Shahrareh and Farzad (2003) calculated the reliability of internal correlation coefficients and test-retest tests. Each of the subscales in most cases was higher than 0.77, indicating the reliability of the scale.

In this research, reliability of this questionnaire was 0.88 using Cronbach's alpha.

Procedure

In this research, two groups (30 people) selected from high school students in the Ashkezar as the experimental and the control groups. Then, educational interventions (cognitive-behavioral self-esteem-based cognitive behavioral training) were conducted to the experimental group in 8 sessions of 60 minutes. Each week, a training package called "self-esteem cognitive-behavioral education" was used to teach the students in two sixty-minute sessions.

In the first session of the training course, the pre-test (completing the social adjustment questionnaire and the motivation for academic achievement) was carried out and then the "cognitive-behavioral self-esteem" training course was implemented in the experimental group. In the last session, the post-test (the same questionnaires) were re-administered. . The scales (Social Adjustment Questionnaire and academic achievement motivation questionnaire) were also implemented in the control group, and the data were collected; and, finally, the results were compared with the control group using the SPSS version 22.

Table 1.
Synopsis of Self-Esteem Cognitive-Behavioral Training Sessions

meetings	Summarization the content of the sessions
First and second sessions	Introduction and recognition of group members, reviewing the general pattern of meetings, explaining group rules, describing, defining self-esteem, identifying barriers to self-esteem development, providing assignments for the next meeting. Pre-test execution
Third session	Identifies and identifies the main negative beliefs and schemas of life and the use of vertical arrows techniques in order to achieve the main beliefs and schemas and challenge the main negative beliefs about self-esteem.
fourth Session	Using the technique of assessing the profit and loss of self-conscious thoughts, discovering the evidence of the confirmation and rejection of the participants' thoughts in personal and educational life, preventing self-labeling and discriminating individuals from the behaviors they are doing.
fifth meeting	Identifying and expressing some of the routine routines of life and rooting them, identifying the important areas of life of participants in research that are worrying and expressing the actions that they have done to resolve them so far, helping the decision-making process, assumptions and rules New in life
Sixth session	The expression of repetitive issues, the distinction between constructive and non-constructive concerns, the identification of the role of participants in the occurrence of negative predictions about themselves, the role of observer in order to find that their method was wrong.
Seventh session	Identify the possible causes of inconvenient events, comment on the members of the group about the performance of other members, discover new meanings in life to increase the motivation for progress, discover new opportunities and challenges in the current situation.
Eighth session	Review previous sessions, explain about existing exercises, review sessions and hear comments from group members about the group and perform post-test.

In order to analyze the data, descriptive and inferential statistics including Levine's test for homogeneity of variances, Normality test and Multivariate Covariance Analysis (MANCOVA) were used.

Findings

The results of the statistical analysis of the data are provided as follows. The students in the experimental group were 65.73 (10.27) at the pretest stage (52.98) and in the posttest stage (52.78). The statistical indices for the control group in the pretest stage were 53.12 (8.91) and in the post test, 54.19 (9.1%).

Table 2.
Average, Standard Deviation of Social Adjustment Dimensions of Two Groups, in Pre-Test and Post-Test Stages

Variable index	group	stage	average	Standard deviation
Social criteria	Test	Pre-test	9.36	2.89
	Group	Post-test	11.09	4.64
	Control	Pre-test	9.76	3.18
	Group	Post-test	10.17	4.50
Social criteria	Test	Pre-test	12.39	3.29
	Group	Post-test	14.23	4.40
	Control	Pre-test	11.91	3.48
	Group	Post-test	12.04	3.70
Family relationships	Test	Pre-test	10.86	2.23
	Group	Post-test	13.23	3.87
	Control	Pre-test	10.05	2.48
	Group	Post-test	10.79	2.90
Antisocial Interests	Test	Pre-test	8.47	1.49
	Group	Post-test	6.86	1.30
	Control	Pre-test	8.20	1.73
	Group	Post-test	7.94	1.22
School relationships	Test	Pre-test	8.21	2.36
	Group	Post-test	10.43	4.41
	Control	Pre-test	8.39	2.70
	Group	Post-test	8.86	2.43
Community Relations	Test	Pre-test	9.68	1.26
	Group	Post-test	12.35	2.79
	Control	Pre-test	9.56	1.92
	Group	Post-test	10.04	2.04

The average (SD) of the student's motivation for development in the experimental group was 86.12 (14.73) in the per-test and 14.63 in the post-test phase.

The statistical indices for the control group were 86.88 (14.51) in the pretest and 84.71 in the post test.

Table 3.
Average, Standard Deviation Dimensions of Motivation Progression of the Two Groups in the Pre-Test and Post-Test Stages

Variable index	group	stage	average	Standard deviation
Intrinsic motivation	Test	Pre-test	9.36	2.89
	Group	Post-test	11.09	4.64
	Control	Pre-test	9.76	3.18
	Group	Post-test	10.17	4.50
External motivation	Test	Pre-test	12.39	3.29
	Group	Post-test	14.23	4.40
	Control	Pre-test	11.91	3.48
	Group	Post-test	12.04	3.70
Unmotivated	Test	Pre-test	10.86	2.23
	Group	Post-test	13.23	3.87
	Control	Pre-test	10.05	2.48
	Group	Post-test	10.79	2.90

Analysis of Covariance Analysis Assumptions

Since this research has more than one dependent variable (social adjustment and assertiveness), the multivariate analysis of covariance (ANCOVA) was used to analyze the data. The use of covariance analysis requires the observance of several key and important assumptions. For this reason, to ensure that the data of this study estimates the main assumptions of covariance analysis, they were first examined.

Findings Related to Research Hypotheses

In this research, Multivariate Analysis of Covariance was used to test the hypotheses and to determine the significant difference between the scores of the experimental and control groups in the research variables. This was due to the existence of more than one dependent variable and pre-test that required the use of multivariate and MANCOVA methods. The hypothesis of this study was that self-esteem-based cognitive-behavioral education is effective on social adjustment and the motivation for progression of high school female students.

Table 4.
The Results of Multivariate Covariance Analysis on the Mean Post-Test Variables with Pre-Test Control

Index Test	amount	F ratio	Hypotheses Degree of freedom	Error Degree of freedom	p level	Effectiveness
Pillai effect	0.793	11.48	2	26	0.001	0.56
Wilks Lambda	0.432	11.48	2	26	0.001	0.56
Hoteling effect	12.02	11.48	2	26	0.001	0.56
Largest Root	12.02	11.48	2	26	0.001	0.56

Table 5.
Results from ANCOVA Analysis on the Mean of Post-test Scores of Variables with Pre-test Control

Index Variables	Sum of squares	Degrees of freedom	Average squares	F	The significance level	Effectiveness
Social adjustment	826.72	1	826.72	8.56	0.0001	0.61
Achievement Motivation	0.432	1	479.58	25.76	0.001	0.43

Table 5 shows that there is a significant difference between the experimental and control groups in the post-test of social adjustment and developmental motivation with pre-test control at the level of p <0.001 (p = 0.0001, p = 0.001). Therefore, the hypothesis was confirmed in this study. The effectiveness coefficient shows that 56% of the difference between the two groups is related to the experimental intervention. Accordingly, it can be stated that at least one of the dependent variables (social adjustment and developmental motivation) has caused a significant difference in posttest between the two groups.

Discussion and Conclusion

The first hypothesis of this study was to investigate the effect of cognitive - behavioral training based self-esteem on social adjustment and its dimensions in first-grade high school female students in Ashkezar. The findings showed that the intervention was effective and that the experimental group outperformed the control group.

The above hypothesis explanation can be claimed that Training self-esteem expands the path of friendship and intimacy with peers and creates satisfactory adaptation at school and allows the individuals to adapt themselves to the conditions and accept the demands of the social environment. This finding is supported by previous studies, including Murray and Malmgreen (2010), Allegri and Benson (2010), Graylie et al. (1395), Faramarzi and Askari and Taghavi (2012), Abolqasemi and Beigi and Narimani (2011), Yarmohammadian and Sharfi Rad (1394), Zarei and Hosni (2005) and Tozandeh et al. (2007).

Considering that fact that one of the most important social skills is management skills and emotional control, the effect of cognitive-behavioral training based self-esteem on social adjustment can be explained through the influence of the role of self-

esteem in controlling and regulating the emotions on social adjustment.

Individual and social adaptation includes conditions in which a person strives for better life conditions, such as confidence, comfort and social welfare as well as adaptation to changes that occur in her or his conditions and the social environment (Sheari Nejad, 1995). Training of cognitive-behavioral based on self - esteem leads to reinforcement of self-assessment and correction of negative beliefs. In this way, the ground for improving social adjustment increases. Also, training of cognitive - behavioral based on self - esteem provides the ground for improving social adjustment through the impact on interpersonal relationships with peers.

Furthermore, another factor investigated in this study was the effect of cognitive - behavioral training based self-esteem on academic achievement motivation of first-grade high school female students in Ashkezar. The findings of the study showed that cognitive-behavioral training based self-esteem promotes the psychological health of students and reduces their social anxiety and incompatibility that ultimately leads to academic achievement motivation increase. This finding is supported by previous studies, including Abbasi and Iraji and Azimi (2017), Hakim Zadeh (2014), Moradi and Rezai and Dehnavi (2012), Leine et al (2012). McClelland's achievement Motivation Theory emphasizes that self-esteem plays an important role in the achievement motivation. In fact, this type of training improves students' self-concept by reforming negative beliefs and leads to an increase in Academic Achievement Motivation.

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