



**ORIGINAL ARTICLE**

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## **Efficacy of Cognitive-behavioral group on Self-concept of PNU student in 2014-2013 School year**

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### **ABSTRACT**

*The aim of this study was to identify the effectiveness of cognitive-behavioral therapy group, the students self PNU Islamabad Gharb, in the 93-2013 school year. The research in this study was a pilot. In this study, the pre-test and post-test research design was used. The target population in this study, Payam Noor University of the Islamabad Gharb, the number is 40 (20 girls and 20 boys), a random sample was selected. In the pre-test, self-concept questionnaire completed by the subjects and students had lower self-concept scores, 40 patients in both groups were replaced, and the solving method cognitive-behavioral group was trained. The results showed that cognitive behavioral training to enhance self-concept in male and female students are. The results showed that the self-concept of male and female students, there are significant differences. Thus, the application of cognitive-behavioral group, we can increase our students' self-concept.*

**Key words:** cognitive behavioral group therapy, self-concept, students.

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### **INTRODUCTION**

One of the most important groups in each country, students who have a significant role in shaping the future of education, and developing countries play. However, attending college for many students is a positive experience for some other educational materials such as tests, papers, presentations, etc., associated with the experience of stress [1]. Students are also many problems, including school failure, dropout, maladaptive behaviors associated with adverse mental status, and negative perceptions they have of themselves. What is that person thinking about themselves and their talents and abilities and efficiency; it is useful in assessing the degree of success and failure her [2]. Self-concept as a theoretical term has many definitions and synonyms. In the literature, the design (pattern) to [3], Self-expression [3], its image, its assessment, has been determined. The concept involves our understanding of ourselves [4]. According to Byrne concept, which is a psychological entity, including feelings, assessments and our imaginations as a description of our classes. Self-concept, self-perceptions and perceptions of others affect [5]. It can be concluded that self-concept is a cognitive generalizations about the self that are often included impartial Description of values [3]. A large part of the mental and emotional health of the individual, depending on the feeling that, on its own viewpoints in psychology, and the mental attitude of the person towards his emotional dimensions of personality, the "self" call. Individual differences in self-evaluation methods, believing themselves to try to achieve the desired goals, and demonstrate passion in the work setting, through their behavior on others. [6]. Cooper Smith's self-concept is the notion of concept that a person knows about the existence of her [7]. Concept point of view, the famous scholar Piorky, as follows. Concept, a set of a dynamic system, organized and sophisticated about the beliefs, attitudes and insights that is, every person on order to achieve a true framework, the existence of their personal time. Effective and self-enhancing individuals, including: mental health, individual recognition of

his intelligence. and so on. Cognitive behavior therapy (CBT), a form of psychotherapy that helps patients to understand the thoughts and feelings that influence on their behavior, are achieved. CBT is now used to treat a number of disorders, including phobias, addiction, depression and anxiety are commonly used. Cognitive, behavioral, generally short-term, and to assist patients in dealing with a specific problem focus. During the treatment period, the individual learns how destructive or disturbing thought patterns that have a negative influence on behavior to identify and change.

According to the British Association of Cognitive-Behavioral Therapy, "cognitive behavioral therapy, a range of treatment options, in the sense that, based on concepts and principles derived from psychological models of emotions, and behaviors are human. These methods include various treatment approaches for emotional disorders are. "Many factors, directly or indirectly, on the self-concept and affect recognition, we also try to impact the outcome of cognitive-behavioral therapy focuses on increasing your self-concept among students gauge. Several studies, confirms the efficacy of cognitive-behavioral group counseling in reducing test anxiety [8], and decrease the irrational beliefs of students [9]. Concept, one of the most important factors of success in life is. If individuals know their abilities and talents, and abilities to be considered positive, and believe that we can to achieve what her talent is, these things lead to increased efficiency and effectiveness he is the fulfillment of the objectives. For this reason, in this study, the efficacy of cognitive therapy -Conduct on self-concept students is examined, so that the effect of this treatment on the growth of self-examine.

## RESEARCH GOALS

### The main objective

- Efficacy of Cognitive -Behavior on increasing student Self-concept PNU Center of Islamabad Gharb, the 2014-2013 school year.

### Secondary objectives

- Efficacy of Cognitive -Behavior on increasing student Self-concept PNU Center of Islamabad Gharb, the 2014-2013 school years.
- Efficacy of Cognitive -Behavior, increase male students Self-concept PNU Center of Islamabad Gharb, the 2014-2013 school year .
- A comparative study of self-concept among female students and male students PNU Center for Islamabad Gharb, the 2014-2013 school year.

### The research hypotheses

Cognitive -Behavior increase Self-concept among the students.

Cognitive -Behavior increase Self-concept, female students are

Cognitive -Behavior increase Self-concept, is among the students.

Between the self-concept of male and female students, there are significant differences.

## MATERIALS AND METHODS

Research methods, experimental design of pre-test-post-test. The target population in this study, Payam Noor University of the Islamabad Gharb, the number is 40 (20 girls and 20 boys), for example, randomly selected. The instrument used in this study, self-concept questionnaire Raj Kumar Sarasot SCQ: Self-concept has 6 separate, self-concept, ie, physical, social, intellectual, moral, educational, and temperament is. Also of their overall self-concept scores obtained. This questionnaire has 48 questions, and each question is followed with eight. Each question has five options (Likert 5 degrees, from 5 to 1 score, but some questions are reverse scored). Reliability, with test-retest -test obtained, and the total score was Self-concept 0/91. Reliability coefficient of different sizes, from 0/67 to. 0/88 Been. To determine the validity of the questionnaire, the experts were 100 psychologists were 25 questions, and they are all different, they are classified. 0/80 at least agree about them existed.

Method in this study, so that, specimens were gathered in University Hall, and after explaining the purpose of the study subjects' satisfaction, self-concept questionnaire, the students were. The program for 3 months, weeks 1 session of 60 minutes to complete. After a preliminary assessment, preliminary hearings to examine the thoughts, and then the next meeting of the group's behavior, evaluated, and assess the necessary and relevant assignments in each session were analyzed in the next session. And a week after the last session, the test was considered a pre-test and post-test results, to assess the impact of cognitive therapy -Behavior group were analyzed. For this study, data analysis, descriptive statistics (mean  $\pm$  SD), and t-test statistical method for testing hypotheses, independent and accounted for 21 spss software data is used.

## RESULTS

**Table 1.** Descriptive statistics of self-concept in male and female students at pretest and posttest

Stage	gender	Number	Average	SD	The mean and standard deviation of error
Pretest	son	20	166/40	16/5	3/59
	girl	20	155/00	9/19	2/06
After the test	son	20	216/40	13/47	3/01
	girl	20	201/75	27/14	6/07

First hypothesis: Cognitive -Behavior increase Self-concept among the students.

**Table2.** T-Test Results for Comparison of pre-and post-test scores, student self-concept

Variable	Stage	Average	Difference of Average	SD	T	Df	Sig
Self-concept	Pretest	160/70					
	After the test	209/08	-47/37	21/98	-13/39	39	0/001

According to Table 1, the first hypothesis that cognitive therapy -Behavior increase Self-concept among the students ( $T = -13/93$  and  $P < 0/001$ ), was approved. Thus, cognitive therapy -Behavior increase in students is Self-concept. This means that self-concept scores, then intervention is increased, and this increase was due to the intervention.

Second hypothesis: Cognitive -Behavior increase Self-concept, female students are.

**Table3-** paired T-test results for comparison between pre-and posttest self-girl student

Variable	Stage	Average	Difference of Average	Variable	T	Df	Sig
Self-concept	Pretest	155/00					
	After the test	201/75	-46/75	26/33	-7/94	19	0/001

According to Table 3, we hypothesized that cognitive therapy -Behavior increase Self-concept among the students ( $T = -7/94$  and  $P < 0/001$ ), was approved. So -Behavior therapy improves Self-concept female students, will be. This means that self-concept scores, then intervention is increased, and this increase was due to the intervention.

Hypothesis III: Cognitive -Behavior increase Self-concept, is among the students.

**Table4-** T-Test Results for Comparison of pre-and post-test scores of male students self concept

Variable	Stage	Average	Difference of Average	Variable	T	Df	Sig
Self-concept	Pretest	166/40					
	After the test	216/40	-50/00	17/12	-13/06	19	0/001

According to Table 4, the third hypothesis that cognitive therapy -Behavior increase Self-concept is among the students ( $T = -13/06$  and  $P < 0/001$ ), was approved. Thus, cognitive therapy -Behavior increase in male students are Self-concept. This means that self-concept scores, then intervention is increased, and this increase was due to the intervention. Fourth hypothesis: between the self-concept of male and female students, there are significant differences.

**Table 5.** Results of the test T, for example, the independent self-concept in students by sex

Variable	Leven test for homogeneity of variance and					Difference of Average	Deviation difference Standard Error
	F	Sig	T	df	sig		
Self-concept	7/92	0/008	2/76	30	0/010	11/40	4/13

According to Table 5, the fourth hypothesis is that the relationship between the self-concept among students, boys and girls, there were no significant differences ( $T = 2/76$ ,  $Df = 30$ ,  $0/001 = Sig$ ), is confirmed. Between self-concept among students, boys and girls, there are significant differences, in the sense that the concept of male students (166/40), higher self-concept than girls (155/00) is.

## DISCUSSION AND CONCLUSION

In the first hypothesis, the results showed the effectiveness of cognitive-behavioral therapy, increasing student self-concept, according to ( $T = -13/93$  sign=0/001 and  $P < 0/001$ ), obtained in the 0/01 is significant. The student's self-concept, self-concept than their post-intervention, the intervention is greater. The results of this study, the research [10], indicating the effect of group counseling with cognitive behavioral increasing students' self-concept, be consistent. In addition to these results, the research Aminian *et al* [11] and Chic [12] is consistent. In the second hypothesis, the results showed the effectiveness of cognitive-behavioral therapy, increasing student self-concept, according to ( $T = -7/94$ , sign= 0/001 and  $P < 0/001$ ) obtained in the 0/01 meaningful. The student's self-concept, then the concept of intervention, the intervention is greater. The results of this study, the research Golmohammadian and Poor Bakhtiar (2010), the effect of counseling and group therapy to boost girls' self-concept show, the line is. In the third hypothesis, the results showed the effectiveness of cognitive-behavioral therapy, an increased level of self-concept male students, according to ( $T = -13/06$ , sign= 0/001 and  $P < 0/001$ ) obtained in 0/01 level is significant. The concept of male students, after the intervention of the concept of pre-intervention is greater. The results of the present study, the hypothesis of the study Badleh *et al* (2013), entitled "Effectiveness of cognitive behavioral hypnotherapy group of teenage students 'self-esteem' is consistent. The results showed that the fourth hypothesis, the level of self-concept among male and female students, according to ( $T = 2 / 76$ ,  $DF = 30$ ,  $0/001 = \text{Sig}$ ) significant differences in the level 0/01 there. Results this research study Dibaj Nia his research, entitled "Comparison of self-quarters of freshmen and" slightly higher percentage of boys than girls' self-concept was measured, was consistent. Finally to summarize, according to the findings of cognitive-behavioral therapy, increasing student self-concept, impact, and will identify the strengths and weaknesses of self is. That impact of this knowledge on the behavior and actions of individuals, non-is denied. Based on the results of this study to determine the effectiveness of cognitive therapy -Behavior, on student self-concept, planning authorities are recommended to provide appropriate educational services for students raise awareness classes, counseling, and therapy -Behavior, students are placed in programs outside of class, because it increases their self-concept, and a better return on your students, see. Moreover, this study can be a basis for studying the effectiveness of interventions that would raise the level of consciousness, and self-aware, not tested.

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