

Investigate the Effects of Group Counseling with Emotional-Logical Approach on Academic Achievement and Social Adjustment of Students

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Abstract

The main objective of this study is to investigate the effects of group counseling with emotional-logical approach on academic achievement and social adjustment of students. The statistical population of this study was all second periods' secondary school students in the academic year of 2015-2016, including 299 people in Abarkuh. 170 subjects were selected based on the Cochran formula. To estimating the statistical sample, the cluster sampling was used to selection of schools and in the second stage samples were randomly selected through matching process 32 participants were selected randomly and were randomly assigned to experimental and control groups. Harter achievement motivation questionnaire was administered. The results of calculation of analysis of covariance indicated that group counseling with emotional-logical approach increased academic achievement in the experimental group. The results also suggested that group counseling with emotional-logical approach increases students' social adjustment.

Keywords

Group Counseling, Emotional Logical Approach, Academic Achievement, Social Adjustment

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1. Introduction

What determines the student's progress and academic achievement, or how much each participant's contribution and contribution is, it has always been a field of interest for educational researchers and even educational psychologists. Certainly a set of individual and environmental factors or cognitive and non-cognitive factors affects academic achievement. Of course, in any research, it is not possible to gather and analyze all these variables together. Success and academic achievement in any society, the educational system's success is in targeting and paying attention to individual needs. The word "progress" refers to changes that have been made in a desirable and desirable manner. This term is used in any organization or social institution, whether

public or private, and has in fact a direct and direct relationship with the efficiency of the organizational system. Definition of this term According to the theory of the system, it will be a "proper process of work on the inside in order to achieve optimal returns." Economically, it is desirable to achieve a return on time, with the lowest cost, with the highest quality and attracting maximum demand. In this regard, the criteria for determining the quality, type and amount of demand will be related to the general and predetermined goals of the organizational system. Therefore, achieving a decent return, which limits the goals of the organization's predetermined goals, namely, achieving the desired progress [5]. Social being is the longest and most stable of humanly recognized features and has been accepted almost as an explicit principle in social sciences. Each

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individual faces the legal, social, and ethical limits of society in satisfying its various social and social requirements, and about these relationships Open and hidden social needs that are graded, limited, and realized. However, in order to achieve desires and achieve specific goals, they must learn the proper social behavior and the way to communicate with others and adapt them to the society [3]. Social adaptation is essential for every person, especially for adolescents who are involved with the process of independence from their families. Social compatibility is measurable through a large number of methods. Examining how students function in the social environment and their presence in social activities, including those adolescents They cannot establish successful relationships with their peers, in addition to providing an important source of pleasure, they also lose the definite opportunities for acquiring mental, physical, and social skills [9]. One of the difficult tasks of juvenile development and development is related to social adaptation. These adaptations include adaptation to family members or peer groups, non-homogeneous adaptations, adaptation to adults outside the family environment and school environments, and job adaptation, for adolescents to achieve social patterns, inevitably result in multiple adaptations that are very important because they Affected by the influence of the peer group process, changes in social behaviors and new social groups are continuously influenced [4]. In puberty and adulthood, job performance and social responsibility are important first and foremost. These functions and responsibilities are determined by the individual's ability to maintain his or her independence in the community and its beneficial employment, as well as its ability to face and comply with a set of social criteria [3]. Guidance and counseling and its techniques and services are the most important means of helping people understand their own environment, work, and adapt to life and facilitate the

optimal mental, emotional, social and spiritual development of the individual [8]. Every country's education tries to grow students in the field of education in general and in different fields of life in light of their students' abilities and talents. Obviously, in order to reach these goals, student's encounter problems, advocates and advisers believe that the advisers, given the services they provide to students in the field of education, bring them to the goal Education facilitates [11]. Educational guidance and counseling will increase the efficiency and effectiveness of the educational system, increase academic achievement and reduce academic failure and reduce student behavioral problems. Therefore, it can be claimed that group counseling services and activities with a rational and emotional approach can facilitate the achievement of educational goals, including the student's academic achievement. In light of the above, the present research seeks to increase the effectiveness of group counseling with a rational-emotional approach to students' academic achievement.

2. Method

This research was done according to the purpose and nature of the application. Semi-experimental method was used for this purpose. The statistical population of the present study included all male secondary school students in the year 2015-2016 in Abarkuh with 299 people.

Using a multi-stage cluster sampling, 32 individuals were selected as the statistical sample of this study. First, a second high school boy was selected from a high school and randomly selected 32-person class. And randomly divided into two groups of 16 experimental and control groups were placed.

Table 1. Pre-test and post-test design with test and control group.

Random selection	pre-exam	independent variable	Post-test	
R	T ₁	X	T ₂	examination Group
R	T ₁	-	T ₂	control group

Post-test independent test case T2 X, pre-test randomized trial, T1 R and control group T2, T1 R

2.1. Tools and Method of Research

In order to collect data from questionnaires:

2.1.1. Harter Graduate Scale

To measure the motivational component, Hartre's standard academic motivation questionnaire was used. Harter's Educational Achievement Motivation Questionnaire was created by Hartre in 1981. The questionnaire consists of 33 items: 17 questions for internal motivation and 16 questions for external motivation, which includes 6-point scale,

measures student's student motivation; And its purpose is to study the academic motivation among students. This tool is a modified version of the Hartler Scale (1981) as a measure of the motivation for academic achievement. The original Hartre scale measures academic motivation with bipolar questions, one by one, of the inner motive and the other pole of external motivation, and the subject's response to the subject annually can only be one of the external or internal causes. Since in many academic disciplines both internal and external motives play a role, Leper et al. (2005) developed the Hartre scale in the form of common scales, which is

always considered as one of the reasons for both internal and external motivation. According to Leper et al. [7]. one of the special features of the Hartar scale is its application to reveal its evolutionary trends. Hartre et al., Who used this scale, saw a significant and gradual decrease in internal motivation against external motivation during the early and middle years. Reliability and retest reliability coefficients and Cronbach's alpha for dimension and scale of this instrument are also optimum and indicate the stability in measuring the academic motivation of Iranian students. Obviously at least a score that a person can take is 33 and a maximum of 165. Individuals who score more in this test have higher academic motivation. In this way, the person who scored more than 99 in this test has a high motivation and a person below that value has low motivation. How to implement the motivation for academic achievement is that the questionnaire can be conducted individually or in a group.

2.1.2. The Adaptation Questionnaire (Special High School Students) Was Used

This questionnaire was developed by Sinn and Singh in the University of Shankar in 1993 and validated and standardized. This test determines the adaptability of high school students (14-18 years old) in three areas of emotional,

social and educational, and can be used as a tool for screening for adaptation. The sum of the scores of the three sub-scales yields a total adaptation score. The score of each item in the questionnaire is considered as a sign of maladaptation. The highest score for each sub-scale is 20 and the total score is 60. Therefore, the high score in the sub-scales and the total test is a sign of incompatibility. The first questionnaire was 100 questions, which after 60 different questions were reduced. This questionnaire is a paper-based pencil-self-report instrument, which was created by Sinha and Singh in 1993 and written by Karami in 1998. This questionnaire separates high school students (aged 14 to 18) with good adaptability from poorly adapted students in three factors, including emotional, social and educational adaptability (each containing 20 items). It also measures them in terms of overall or general adaptability. The final questionnaire has 60 questions, which is obtained from 100 initial questions by factor analysis method.

2.2. Data Analysis

In this research, descriptive statistics methods were used to analyze the data in relation to the type of research variables (Frequency, percentage, mean deviation and standard deviation). To explain the research hypotheses, the method (covariance analysis) was used with SPSS software.

3. Result

Table 2. Pre-test and post-test statistics for academic achievement and social adjustment in test and control groups.

standard deviation	Average	Maximum score	Minimum score	Number	level	Groups	Variable
34.12	56.31	60	10	16	pre-exam	experiment	Achievement
62.15	6.63	105	20	16	Post-test		
49.15	50.63	87	30	16	pre-exam	Evidence	
12.16	62.55	70	47	16	Post-test		
6.14	6.25	55	10	16	pre-exam	experiment	Social adjustment
93.11	75.52	80	30	16	Post-test		
11.11	62.43	60	25	16	pre-exam	Evidence	
77.9	50.39	60	26	16	Post-test		

As Table 2 shows, in terms of academic achievement in the experimental group, the mean scores of students in post-test scores increased compared to the pre-test. While in the control group, the mean scores of students in the posttest were slightly lower than the pre-test. Also, in terms of social adjustment in both groups, there is a difference between testing and controlling the average grades of students in the pre-test and post-test.

Hypothesis 1- Logical-emotional group counseling has a positive impact on students' academic achievement.

Investigating Assumptions of Covariance Analysis.

In this research, covariance analysis was used to analyze

inferential results. Therefore, preliminary studies were carried out to ensure the inelasticity of the assumptions of these statistical methods. The results of these studies are as follows.

Normal distribution of grades.

The results of Table 2 show that the observed skewness for the research variables is in the range (-2, 2). That is, it is normal in terms of tilting and its distribution is symmetric. The amount of elongation of the research variables is also in the range (-2, 2). This indicates that the variable distribution has a normal stretch.

Table 3. Testing the normal distribution of grades.

	Number	Minimum	Maximum	Average	standard deviation	Skidding	Elongation
pre-exam	32	20	105	0.6	52.21	414	-313.0
Post-test	32	10	87	31.47	11.21	205	-016.1

Kolmogorov-Smirnov test

The results of Table 4 indicate that in both tests, the significance level is greater than 0.05 and the data can be assumed with high normal confidence.

Table 4. Kolmogorov-Smirnov test.

	Kolmogorov-Smirnov test		Shapiro-Wilk test	
	Degrees of freedom	significance level	Degrees of freedom	significance level
pre-exam	32	143	32	430
Post-test	32	200	32	218

The assumption of the normalization of variances

The basis of this assumption is that it is assumed that the variance of the scores of the two groups in the society are equal and statistically not the same. In order to examine this assumption, Levin's test results were referred. Significant levels above 0.05 represent a non-violation of this

assumption. According to Table 5, the significance of the academic achievement is greater than 0.05. Therefore, this significant level indicates that the same assumption of variance for this variable has not been violated.

Table 5. Examination of the normal distribution of scores.

	Levine test		
	Degree of freedom 1	Degree of freedom 2	significance level
pre-exam	1	30	983
Post-test	1	30	954

Main hypothesis 2: Group counseling with a rational-emotional approach increases social adjustment in students.

Normal distribution of grades

The results of Table 6 show that the observed skewness for

the research variables is in the interval (-2, 2). That is, it is normal in terms of tilting and its distribution is symmetric. The amount of elongation of the research variables is also in the range (-2, 2). This indicates that the variable distribution has a normal stretch.

Table 6. Test the distribution of scores naturally.

	Number	Minimum	Maximum	Average	standard deviation	Skidding	Elongation
pre-exam	32	15	60	31.37	29.14	193	-330.1
Post-test	32	20	60	19.4	53.13	150	-208.1

Kolmogorov-Smirnov test

Based on the results of Table 7, the significance level is more than 0.05 and the data can be assumed with high normal confidence.

Table 7. Kolmogorov-Smirnov test.

	Kolmogorov-Smirnov test	
	Degrees of freedom	significance level
pre-exam	32	113
Post-test	32	200

4. Discussion

Group counseling with a rational-emotional approach increases students' academic achievement. The results of covariance analysis showed that there was a significant

difference between the mean of progress of the experimental group that was trained by the group's counseling with a rational-emotional approach and the control group. The results reflect the fact that a group counseling model with a rational-emotional approach can cover teaching weaknesses. The results showed that the features of group counseling program with a rational-emotional approach would make this educational strategy a very attractive and attractive way for students and help them to learn. The results of this study were consistent with the findings of Sepehrian Azar and Saadatmand [11]. that showed that self-concept, achievement motivation and mental health of students after both groups of counseling intervention improved and increased significantly. Research by Meyer et al. (1984) suggests that group counseling can be useful for first-year students who are new

to the campus, preventing their academic failure, and helping them adapt to the new environment. Glaser [4]. showed that by conducting group counseling and the principles of a qualitative school, students, especially failed students, could be successful. In this regard, Ghasemzadeh et al (2009) in their research showed that group counseling improves self-expression in students. Cheraghi et al. (2005) [9]. showed that rational-emotional counseling helps individuals with internal control to have rational thoughts and contribute to their academic achievement through familiarizing themselves with their abilities. And those with whom group counseling was conducted had a better academic achievement than the control group, and their external outsourced resources were significantly reduced. Group counseling with a rational-emotional approach increases social adjustment in students Gets The results of covariance analysis showed that there was a significant difference between the mean compatibility of the experimental group that was trained by the group's counseling with a rational-emotional approach and the control group (sig <0.05). Therefore, the research hypothesis is confirmed. Along with this finding, Ahmadi and Fooladgar (2002) showed that group counseling in a rational-emotional-behavioral way reduced the depression of these boys. Ghasemzadeh et al, [2]. showed that group counseling with cognitive-behavioral approach reduces students' anxiety and group counseling with cognitive-behavioral approach increases students' self-expression. Ellis (1998) in her review found that in group counseling, members learn how to disassociate their irrational ideas from rational ideas and help each other correct these thoughts and give them appropriate feedback [1]. Examined the impact of a group counseling program on depression, social adjustment and self-esteem in adolescents in international schools. The results of this study showed that there is a significant difference between the experimental and control groups in the variables of depression, social adjustment and self-esteem and training has been effective in increasing social adjustment and self-esteem and reducing depression.

5. Conclusion

Based on a group counseling approach by Albert Alice, which focuses on cognitive and behavioral dimensions and on thinking, judging, decision making, and analysis. After completing the training, the Hartler Educational Achievement Scale (HART) and Social Compliance Inventory (GHQ) questionnaires were used to collect the data and analyze the data using descriptive and inferential statistics (covariance analysis). Results: The results of calculating covariance analysis indicated a significant difference between the two groups in the experimental and control groups in the mean scores of academic achievement and social adjustment of

students. The results showed that group counseling with rational-emotional approach increased the progression of the experimental group. The results also indicated that group counseling with a rational-emotional approach has increased the social compatibility of students, detailing these results by presenting practical and educational approaches and suggestions in this chapter.

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