



UNIVERSITI PUTRA MALAYSIA

***EFFECTS OF PSYCHO-EDUCATIONAL GROUP INTERVENTION USING
COGNITIVE RESTRUCTURING ON ANXIETY AND ACADEMIC
ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS IN IRAN***

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By

SAEID MOTEVALLI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

June 2013

DEDICATION

I dedicate this thesis to my lovely wife, who supported me each step of the way. I adoringly dedicate this thesis to my wife and daughter, who tolerate all challenges and difficulties during the study.



Abstract of thesis presented to the Senate of University Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

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June 2013

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Faculty: Educational Studies

Test or exam anxiety is well-known and widespread educational problem which experienced by the majority of students and impair their academic achievement. The main purpose of this study was compared the effects of cognitive restructuring and study skill training on anxiety (state and trait anxiety component) and academic achievement among Iranian high school students. In the current study, 94 high school students were randomly assigned to receive either a cognitive restructuring or study skill training through eight sessions of psycho educational group therapy. The State-Trait Anxiety Inventory was used as the main research questionnaire to assess the students' anxiety (state and trait anxiety) and students' school result letter as an indicator of academic achievement. The raw data was analyzed using exploratory data analysis, descriptive data analysis, and inferential data analysis using two way repeated measure ANOVA, and One-way ANOVA.

The results of repeated-measures ANOVA revealed that there were significant differences across the pre, post, and follow-up tests among the students in cognitive restructuring, study skills training and control groups on state and trait anxiety. The Results indicated that students' state anxiety on pre, post, and follow-up tests among study groups are different, $F(1.456, 133.327) = 104.57, p < .001, \eta^2 = .535, f = 1.1$. Similarly, the results indicated that students' trait anxiety on pre, post, and follow-up tests among study groups are different, $F(1.308, 973.714) = 164.211, p < .001, \eta^2 = .643, f = .96$.

In addition, post-hoc pairwise comparison revealed that the mean difference of state anxiety between on post-test and follow-up was significant among control group and study skills training group and also between cognitive restructuring and study skills training. Moreover, post-hoc pairwise comparison revealed that the mean difference of trait anxiety between on post-test and follow-up was significant among control group and study skills training group and also between control group and cognitive restructuring. Finally, the ANOVA test revealed that there was a statistically significant difference in the mean of grade point average score among cognitive restructuring, study skills training and control group $F(2, 91) = 6.089, p = .003, \eta^2 = 0.118$.

Hence, the study can conclude that study skills training intervention promote the decreasing levels of anxiety on both components (state and trait anxiety) and also increasing on students' academic achievement. Meanwhile, cognitive restructuring could decrease only trait anxiety that related directly to the cognitive component of anxiety and no effects on students' academic achievement and state anxiety.

Abstrak tesis ini dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi syarat keperluan untuk Ijazah Doktor Falsafah

**KESAN KELOMPOK INTERVENSI PSIKOPENDIDIKAN
MENGAPLIKASIKAN PENSTRUKTURAN SEMULA KOGNITIF KE ATAS
KERISAUAN DAN PENCAPAIAN AKADEMIK DALAM KALANGAN
PELAJAR SEKOLAH MENENGAH DI IRAN**

Oleh

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Kerisauan ujian atau peperiksaan adalah masalah berkaitan pendidikan yang diketahui ramai serta yang agak meluas yang mana ia dialami oleh majoriti pelajar dan ia mengganggu pencapaian akademik mereka. Tujuan utama penyelidikan ini adalah untuk membandingkan kesan penstrukturan semula kognitif serta latihan kemahiran pembelajaran terhadap kerisauan dan pencapaian akademik dalam kalangan pelajar sekolah menengah Iran. Dalam kajian ini, seramai 94 orang pelajar sekolah menengah telah dipilih secara rawak untuk menerima samada penstrukturan semula kognitif atau latihan kemahiran pembelajaran menerusi lapan sesi terapi kumpulan psiko pendidikan. Inventori Ciri Keadaan Kerisauan telah digunakan sebagai boring soal selidik utama bagi menilai Ujian Kerisauan Pelajar dan surat keputusan pihak sekolah sebagai penanda kepada pencapaian akademik. Data

mentah telah di analisis menggunakan analisis data eksploratori, analisis deskriptif data dan analisis data inferensi dengan menggunakan pengukuran ANOVA secara berulang dan ANOVA Satu Hala.

Hasil pengukuran ANOVA secara berulang mendapati bahawa terdapat perbezaan signifikan secara menyeluruh dari ujian pra, ujian pasca serta ujian susulan di antara pelajar dalam kumpulan penstrukturan semula kognitif, latihan kemahiran pembelajaran serta kumpulan kawalan bagi keadaan dan ciri kerisauan. Keputusannya menyatakan bahawa keadaan kerisauan pelajar terhadap ujian pra, ujian pasca dan ujian susulan di antara kumpulan pembelajaran adalah berbeza, $F(1.456, 133.327) = 104.57, p < .001, \eta^2 = .535, f=1.1$. Secara umumnya, keputusan menyatakan bahawa ciri kerisauan pelajar terhadap ujian pra, ujian pasca dan ujian susulan di antara kumpulan pembelajaran adalah berbeza, $F(1.308, 973.714) = 164.211, p < .001, \eta^2 = .643, f= .96$.

Tambahan, dapatan daripada perbandingan berpasangan *post hoc* menunjukkan perbezaan min bagi keadaan kerisauan antara ujian pasca dan ujian susulan adalah signifikan dalam kalangan kumpulan kawalan dan kumpulan latihan kemahiran pembelajaran, dan juga antara penstrukturan semula kognitif dan latihan kemahiran pembelajaran. Selain itu, perbandingan berpasangan *post hoc* juga menunjukkan min perbezaan ciri kerisauan antara ujian pasca dan ujian susulan adalah signifikan dalam kalangan kumpulan kawalan dan kumpulan latihan kemahiran, dan juga antara kumpulan kawalan dan penstrukturan kognitif. Akhir sekali, Ujian ANOVA mendedahkan bahawa terdapat perbezaan secara statistik yang signifikan di dalam

skor min antara terapi penstrukturan terapi, latihan kemahiran pembelajaran dan kumpulan kawalan $F(2, 91) = 6.089, p = .003, \eta^2 = 0.118$.

Justeru, dapat dirumuskan dalam kajian ini bahawa intervensi latihan kemahiran pembelajaran dapat mengurangkan tahap kerisauan bagi kedua-dua komponen (tahap dan ciri kerisauan) dan juga meningkatkan pencapaian akademik pelajar. Selain itu, penstrukturan semula kognitif hanya dapat mengurangkan ciri kerisauan yang berkaitan dengan komponen kognitif bagi kerisauan dan tiada kesan terhadap pencapaian akademik pelajar serta tahap kerisauan.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.

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