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Comparison of the effectiveness of the healthy person training package and cognitive- behavioral training on academic engagement and self-management of adolescents

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Zahra Arfe

Correspondence: Zahra Arfe, Iran, Email zahra.arfeh@gmail.com

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Abstract

The purpose of this study was to compare the effectiveness of healthy human package training and special cognitive- behavioral training for teenagers on academic engagement and self-management of adolescents. The current research was a semi-experimental design in the form of pre-test, post-test and follow-up (two months) with a control group. The statistical population included all female students in Isfahan city in the academic year 1401-1401, out of which 45 people were selected as a sample group using available sampling method and completely randomly in three groups of the educational package of healthy people. (Aghaei and Asadi, 1400), cognitive-behavioral training (Lali and Nasiani, 2017) and control were replaced. All three groups completed Fredericks and Blumen field's (2004) academic enthusiasm questionnaire and Hawthorn and Nek's (2002) self-management skills questionnaire in three stages: pre- test, post- test and follow-up. Also, the first experimental group received the training package of healthy people in ten sessions of ninety to one hundred and twenty minutes, and the second experimental group received cognitive- behavioral training in ten sessions of ninety minutes. While for the control group, there was no intervention during the research process. The data obtained from the research were analyzed using the method of variance analysis with repeated measurements and SPSS version 24 software. The results showed that there was a significant difference between the experimental groups and the control group, and both interventions had a significant positive effect on the academic enthusiasm and self-management of adolescents, and the effect of these therapeutic interventions was stable in the follow-up phase (0.001).P<). According to the obtained results, it is possible to use the educational package of healthy people and cognitive-behavioral training for teenagers to increase the academic enthusiasm and self- management of teenagers.

Keywords: healthy person training package, cognitive-behavioral training, academic engagement, self- management

Introduction

Among the different age stages, the adolescence stage is more necessary to be investigated due to the impact of the fundamental biological and psychological changes that accompany it.[23] Adolescents gradually progress in this age period, their needs change compared to childhood, their need for independence increases and they seek to build their self-concept and values (Mohammadi Nesab, Mazaheri Tehrani, Rezaizadeh and Heydari, 2021). Adolescence is a stage of transformation and a bridge between childhood and adulthood and the most critical period of life, and psychologists have recognized it as the most important period of life. During this period, the adolescent undergoes significant physical, psychological, and social changes, and trying to reconcile with these changes may cause problems for the adolescent.[24] Adolescence is a period that changes emotions and feelings while passing through childhood, so that stress, anxiety, depression and aggression are seen in teenagers. In terms of education, this period is a relatively difficult period in life and is considered one of the most sensitive, important and critical stages of life. Knowing the different states of teenagers, such as their anxiety and excitability in this period of life, has received a lot of attention from psychologists. Because the personality of teenagers is formed during this period of life. Erikson states that adolescence is a period when a person must face his identity crisis and solve it; That is, when a person integrates the ideas about himself and what others think of him, and as a result, creates a coherent and stable image of himself. Adolescence is one of the most important periods in the human development process, and entering this stage usually begins with puberty. Sexual instinct, stabilization and consolidation of occupational and social interests and interests, and the desire for freedom and independence are important features of this period.[21] Adolescence is usually a stage of development that is associated with increased risk and the cognitive, social and psychological development of adolescents undergoes turbulent change. Experiencing a crisis during this period can put a lot of pressure on the adolescent's cognitive function, and in turn, it can be harmful to the adolescent's progress in the future (Dadkhah Kalashmi,Vakili, Afrooz, and Hassanzadeh, 2022). As teenagers enter high school, they face numerous stressors that create well-known social and emotional challenges. Adolescents must navigate increasingly complex social networks and develop new and changing friendships. At this stage of growth, with the increase in emotional and behavioral independence, teenagers are prone to risky behaviors such as sex, alcohol and drug use, and self- harm. Meanwhile, most emotional and behavioral disorders are common and affect approximately 6 to 10 percent of adolescents in the United States. Therefore, the family, community, and schools are increasingly called up onto provide universal supports(e.g., classroom curricula offered to the general student body) that can help adolescents develop and construct.[7]

Meanwhile, one of the most important periods in the life of teenagers is the academic life, which affects their fruitful and successful education and learning. It is during this period that competences and abilities are loaded and scientific progress is achieved (Rashidi, Zandi, Yarahamdiand akbari, 2021). Adolescents face many challenges and obstacles such as high stress, poor grades, and decreased motivation. Accordingly, it is necessary to identify the factors that increase a person's ability to deal with these obstacles and challenges.[1] One of these important factors that predicts life and academic outcomes is academic enthusiasm.35 Academic enthusiasm refers to behaviors related to academic progress and learning.10 This concept refers to the quality of effort that the learner spends on targeted educational activities to directly contribute to achieving the desired results.18 Academic enthusiasm is a multi dimensional structure that consists of various behavioral, cognitive and motivational components.29 Students who are academically motivated pay more attention and focus on learning goals, show greater commitment to school rules and regulations, avoid inconsistent and undesirable behaviors, and perform better on tests (Rashidi, Zandi, Yarahmadi and akbari, 2021). In fact, enthusiasm is more than a transient emotional state, and students who are cognitively and emotionally enthusiastic about learning show more willingness to spend time, sufficient effort in doing assignments and studies, and than students who have lower levels of enthusiasm. They have cognitive and emotional rather, they are more efficient and persistent in facing problems and issues (Jalilian, Azimpour and Qolizadeh, 2018). The results of Salehi's research (2018) indicate that academic enthusiasm is related to all academic skills of students. In their research results, Salehi, Abedi, and Neelforoshan (2018) showed that academic enthusiasm is one of the main components for students' academic progress (Zari Moghadam, Davoodi, Ghafari, Khalil, and Jamilian, 2021). Martín, Carmen, Jurado et al. (2021)also stated that academic enthusiasm is a variable that is of vital importance in adolescence due to its connection with academic adaptation and its protective role against risky behaviors. Another variable that plays an influential role in the lives of teenagers is self-management. Self-management is an orderly process by which individuals and employees of a group motivate and guide themselves to achieve a specific behavior and desired result(MahoneyandArenkov,1978). Upon entering adolescence, children strive to gain independence and get out of parental control and overtime become experts in self-care (Meyerand Naveh, 2021). Self-management is necessary not only for growth but for success in every aspect of life. In addition, it can be considered as

purposeful concept that makes people more valuable (Sajeevanie,2021). In fact, it can be said that self-management is the key to accurate control, and having the ability to make changes when necessary is important for self-management (Shirdelzadeh, Ghaemi, Karimi Munghi, and Shani, 2012).Self-management training and its importance plays a role in improving social relationships and improves the self-confidence of teenagers, and in recognizing the valuable aspects of social life and overcoming internal failures and conflicts, it increases the level of mental health in society, being removes stress and tensions in life and Also, preventing teenagers from falling into the abyss of social harm (Qanvatian and Abul Maali al-Husseini, 2021). Nowadays, in the education and training of the adolescent and young generation, considering the era of explosion of information and widespread and widespread communication, especially of its virtual type, one of the best tools and at the same time available, is the cultivation of different dimensions of self-management (Ali Dadi, QoliGhorchian, Jafariand Bagheri, 2021). Bryant and Pousti (2001) mentioned self- management as competencies, knowledge, skills, attitudes and values necessary for successful performance. People with success management skills tend to be more successful and achieve more progress (Magalhaes, MagalhaesandSa,2015) In are search entitled self-management of students with hyperactivity control, Mozan stated that self-management can play an important role in students' responsibility, self-efficacy and social support. Also, the results of the research (Yousef and YousafiaArdeshahi,2016) showed that there was a significant and direct relationship between self-management skills, self-concept, interest sand tastes, my attitude towards others, foresight and satisfaction. Considering that adolescence is considered one of the most critical periods of human development, and in this period most adolescents experience emotional, behavioral and social problems; Correct planning to help the flow of natural growth and prevent the occurrence of problems and behavioral disorders is one of the main duties and requirements of the field of humanities. Also, due to the fact that in the researches, the variables studied in this research, especially in the adolescent community, have been less discussed; It seems that conducting such research can cover the existing gaps in this field. It is also necessary to plan the training of such packages in high schools in order to improve the level of academic efficiency and self-management in teenagers. The present study was conducted according to the mentioned needs and necessities with the aim of comparing the effectiveness of the healthy human educational package and cognitive-behavioral education on academic engagement and self-management of adolescents.

Method

This research was an applied and semi-experimental research with a pre-test and post-test design with two experimental groups and a control group along with a two-month follow-up test. The statistical population was all female students in the second secondary level in the academic year 1400-1401 in the city of Isfahan, and using the available sampling method (due to the restrictions of the corona virus and the holding semi attendance classes), 45 students were selected and completely Randomly (lottery) in three groups of closed training of healthy human (15 people), special cognitive-behavioral therapy training for teenagers (15 people) and control (15 people) were replaced. The criteria for entering the research are informed consent to participate in the research, being atleast 16 years old and at most 19 years old, parental consent, not suffering from chronic physical diseases, not receiving psychological treatment courses at the same time as conducting the research, as well as the exclusion criteria for suffering from acute medical disorders. or psychiatry, absence of more than two sessions in the intervention sessions, unwillingness to participate in the research, unwillingness to complete the questionnaires.

All three groups completed Fredericks and Blumanfield's (2004) academic enthusiasm questionnaire and Hawthorn and Neck's self-management skills questionnaire (2002) in the pre- test stage. Then the first experimental group completed the training package of a healthy person in ten sessions of ninety to one hundred and twenty minutes and The second experimental group received cognitive-behavioral training in ten ninety-minute sessions. While for the control group, there was no intervention during the research process. The description of the training sessions is presented in Table 1. In the post-test phase, the subject All three groups completed the questionnaires again. Also, after two months, as a follow-up, all three groups answered the questionnaires. In this research, academic engagement and self-management questionnaires were used.

Fredericks' Academic Engagement Questionnaire (2004):

This questionnaire was designed and compiled by Fredericks, Blumenfield and Paris (2004). This questionnaire has 15 items and a five-point Likert scale ranging from never: score 1 to always: score 5 with questions like I pay attention in class; Just pretending to be active when I'm in class measures academic enthusiasm. Questions 1, 2, 3, and 4 are related to behavioral passion subscale and questions 5, 6, 7, 8, 9, and 10 are related to emotional passion and questions 10, 11, 12, 13, 14, and 15 are also related to passion subscale. It is cognitive. The minimum score of this questionnaire is

Table1. Closed training sessions for healthy people and cognitive-behavioral training

Sessions	Content of healthy human training sessions	content of cognitive-behavioral training sessions
First	Getting to know the members, completing the pre-exam questionnaire, explaining about the meetings, defining and describing and identifying the meaning, the criteria of meaning, checking the meaning for yourself, the technique Of checking the meaning in life.	Getting to know the group members and explaining about the meetings, defining the cognitive-behavioral training method and the objectives of holding the meetings, Completing the pre-exam questionnaires.
Second	Teaching meaning, meaning in healthy and sick people, the technique of finding traumatic meanings in life and nurturing activities, maintaining one's meanings, practicing identifying one's traumatic meanings, practicing the cost of meaning, practicing commitment to the criteria and standards of meanings.	Interviewing the teenager and examining intrapersonal and extra personal communication, understanding values, beliefs, motivation, goals and plans, and the attitude and thoughts of the teenager towards herself and the world around her.
Third	The ability to calm down and identify the causes of restlessness in life, the techniques of inviting the situation to fight and self-talk, preparation and creating the ground for calmness, practicing fighting the situation, entertainment, inner dialogue, creating a situation of calmness, the ability to be happy, ways to achieve happiness and Stimulus list practice.	Assessing family dynamics and teaching life skills in relation to family and peers and teaching balcony techniques to reduce tensions and increase adaptability.
Fourth	The ability to be current, the ways to achieve the ability to be current, the technique of enjoyment of change, the technique of re-evaluation and change and transformation, the practice of concentration-pleasure, the practice of change in life and definition, identification and description of contentment, effective activities to achieve contentment, activity forgivenes, the activity of turning a wish into a goal.	Teaching interpersonal skills, recognizing attitudes, core beliefs, two-category thinking, positive and negative attitudes towards events, and the ability to communicate and strengthen intimate relationships in the family.
fifth	The ability to forgive, the ways to achieve the ability to give without expectations, the technique of helping a classmate without expectations, donating blood, gifting a book, practicing giving gifts, the ability to be satisfied, getting to know the ways to achieve satisfaction, the techniques of checking what you have and what you don't have. Practicing seeing what you have and what others don't have, practicing comparing and evaluating your own and what you don't have.	Examining the progress of the teenager's training compared to the plans of the previous sessions, her motivation to continue the sessions, and checking the assignments requested in the worksheets and the amount of the teen's participation in the activities.
sixth	Defining, identifying and describing the ability to hope, identifying ways to achieve hope, energy, practicing control and eliminating stressors. The ability to enjoy, identifying the ways to achieve the ability to enjoy, five senses, observing and taking a role model, practicing the time of pleasure, practicing enjoying observing the Pleasure of others.	Examining the activities for which the teenager has a high motivation and teaching the study style and strategies that make the study effective.

seventh	The ability to understand genuine grief, getting to know the ways to achieve the ability to understand genuine grief, techniques of not expecting, valuing grief, framing grief, saying goodbye, practicing a goodbye letter, practicing Understanding the grief of others.	Cognitive-behavioral reconstruction, identifying common thinking mistakes, monitoring thoughts using thought recording and monitoring behavior, challenging these thoughts and reconstructing them.
Eighth	Teaching methods of increasing the ability to communicate with the Creator, love for the creature and kindness to oneself, techniques of knowing the Creator, self-worth, the worth of creatures (especially other humans), practicing communication with God, practicing loving oneself, Practicing kindness with oneself.	Teaching to understand the connection between thoughts, feelings and challenging thoughts and revising feelings such as; Happiness, anger, sadness and the ability to show another type of behavior and control And manage reactions.
ninth	Ability of meta cognition, teaching ways to reach meta cognition ability, knowledge acquisition technique, experience verification technique, acceptance technique, knowledge acquisition practice, practice of accepting others' thoughts and behavior.	Understanding forgiveness and the ways to achieve this ability and its effects in personal and social life and the skill of using this category correctly.
tenth	Definition of the ability to forgive and forget - ways to achieve the ability to forgive and forget - presentation of 13 steps related to the ability to forgive and forget. Full explanation of the principled relationship and conforming to the structure of meaning with other characteristics of a Healthy person, completion of the post-test questionnaires, presentation of the summary.	Reviewing and evaluating the sessions that took place, the participation of teenagers in group work, doing homework and paper work, reviewing the training process, feedback from teenagers and completing the post-exam questionnaire.

15 and the maximum score is 75. A score between 15 and 25: the level of academic enthusiasm is low; A score between 25 and 50 is an average level of academic enthusiasm; And a score higher than 50 is a high level of academic enthusiasm. In the research of Abbasi, Dargahi, Pirani and Fanadi (2014), the reliability of the questionnaire was obtained by Cronbach's alpha method above 70%. Also, the correctness of its content test was calculated as 89%. Also, there liability of this tool was calculated by using Cronbach's alpha coefficient of 77% in Ganji, Tavakoli, Bani Asadi research (2015).

Questionnaire of self-management skills of Hawthorne and Neck (2002):

This questionnaire contains 34 questions with 9 subscales, which include determining embodied performance with 5 questions, determining personal goals with 5 questions, self-talk with 3 questions, and self-motivation. with 3 questions, self-punishment with 4 questions, focus on natural rewards with 5 questions, self-help with 3 questions, evaluation of self-beliefs and assumptions with 3 questions, and self-view with 3 questions, which is a closed-ended response with a five- point Likert range from completely I disagree with a score of 1 to completely agree with a score of 5. A higher score in this scale indicates more self-management skills. They reported the concurrent validity of the questionnaire as 3.66 and its reliability coefficient as 3.10. Ayrmelo (2014) in a study obtained the reliability of the self-management skills questionnaire through Cronbach's alpha coefficient of 0.782, which shows the appropriate reliability of this questionnaire. The validity of this questionnaire was also confirmed by him.

In this study, ethical considerations such as obtaining permission from the ethics committee of Khorasan Azad University with the code IR.KHUISF.REC.1401.185, the right to withdraw from the study, the confidentiality of all documents, and providing intervention sessions to the control group (5 sessions) have been observed. In this research, descriptive statistics (mean and standard deviation) and inferential (variance analysis with repeated measurements) and SPSS version 24 software were used.

Findings

The mean and standard deviation of the age of the research subjects in the experimental group of the healthy human educational package was 16.15 years with a standard deviation of 1.64, the experimental group of cognitive-behavioral training for adolescents was 17.10 years with a standard deviation of 1.23, and the control group was 16.63 years old. with a deviation of 1.17. Table 2 shows the comparison of academic engagement and self-management scores in the research groups.

Table 2: Comparison of academic engagement and self-management scores in research groups

Test type		Education of a healthy human		Cognitive-behavioral training		Control group	
		Average	standard deviation	Average	standard deviation	Average	standard deviation
Passion education	pre-exam	26.80	11.39	26.46	6.47	37.93	14.76
	posttest	49.13	9.67	44.53	8.34	26.53	15.52
	Follow up	47.53	9.42	42.80	7.80	26.93	14.86
for Passion education for	pre-exam	204.80	52.54	207.33	42.55	193.40	22.54
	posttest	219	55.44	221	43.49	192.07	22.55
	Follow up	216.73	54.82	219.20	42.89	191.27	22.02

The results of Table 2 show that the average scores of academic engagement and self-management of the control group did not increase significantly in the post-test and follow-up stages compared to the pre-test stage. In the groups of healthy human education and cognitive behavior education, the mean scores of both academic engagement and self-management variables have increased significantly in the post-test and follow-up stages And this average difference for both variables (academic engagement and self-management) is higher in the healthy human test group. In examining the assumptions of the analysis of variance test with repeated measurements, the Shapirowilk test showed that the Z values calculated at the level of P<0.05 are not significant and the assumption of normality of the distribution of the studied variables in the target sample has been fulfilled. In M box test, the condition of homogeneity of the covariance matrix is also met (P=, F=). The results of Mochli's test also showed that the assumption of sphericity, which is a combination of the assumptions of variance analysis, is fulfilled. Also, the results of Levin's test showed that the null hypothesis about the equality of variances of the three groups in the post-test, pre-test and follow-up phases was confirmed with a significance level of 0.0001.

The results of Table 3 show that based on the calculated F coefficients, the time factor and the interaction between time and group had a significant effect on the academic enthusiasm and self- management scores (P<0.001) and this significance shows that atleast in one From the two stages of post-test and follow-up, there is a significant difference between the three research groups in the variables of academic enthusiasm and self-management. In Table 4, the results of the pair wise comparison of the average scores of academic engagement and self-management of the subjects are presente.

The results of Table 4 show that the difference between the average scores of the variables of academic engagement and self-management between the experimental group of the healthy person educational package and the experimental group of cognitive-behavioral education is not significant, and this finding means that there is no difference between the effectiveness of the educational package of healthy people and cognitive-behavioral education for teenagers There is no significant difference on the variables of academic engagement and self-management of adolescents.

Table 3. The results of mixed variance analysis to investigate the intra- and intergroup effects of the healthy human educational package and cognitive- behavioral training for adolescents on academic engagement and self-management

		Sum squares	ofDegrees freedom	ofmean square	F	Meaning ful	Effect size	Test power
Passionfor education	Time	1046.23	2	523.11	52.80	0.0001	0.55	1
	Group membership	1223.57	2	611.78	18.44	0.0001	0.46	1
	The interaction of time and group	859.67	4	214.69	21.69	0.0001	0.50	1
	Error	832.08	84	9.90				
self management	Time	1995.24	2	997.62	49.75	0.0001	0.54	1
	Group membership	15220.13	2	7610.06	15.36	0.0001	0.42	1
	The interaction of time and group	1439.68	4	359.92	17.94	0.0001	0.46	1
	Error	1684.40	84	20.05				

Table 4. Checking the two-by-two differences to compare the effects of the experimental groups according to the research groups

	Base group(average)		The difference of the averages	Standard deviation error	Meaningful
Passionfor education	Healthy human experimental group	Cognitive-behavioral experimental group	3.22	4.04	0.11
		The witness group	7.35	4.04	0.001
	Cognitive-behavioral experimental group	Healthy human experimental group	-3.22	4.04	0.11
		The witness group	4.13	4.04	0.01
self management	Healthy human experimental group	Cognitive-behavioral experimental group	-2.33	15.28	0.47
		The witness group	21.26	15.28	0.0001
	Cognitive-behavioral experimental group	Healthy human experimental group	2.33	15.28	0.47
		The witness group	23.60	15.28	0.0001

Discussion

The present study was conducted with the aim of comparing the effectiveness of closed training of healthy people and cognitive-behavioral training on academic engagement and self- management of adolescents. The first result of the research showed that there is a significant difference between the effectiveness of the healthy person training package and cognitive- behavioral training on academic engagement in adolescents. This means that the educational package of healthy people and cognitive-behavioral training has been able to lead to a significant increase in the average scores academic engagement in the post-test phase, and this effect has maintained its stability in the follow-up phase. Also, the difference between the average scores of the educational engagement variable of adolescents in the experimental group of the healthy person educational package with the experimental group of cognitive-behavioral education was not significant, and this finding means that there is no difference between the effectiveness of the educational package of healthy people and cognitive-behavioral education on the variable of engagement. There is no significant difference in the education of adolescents. These findings are in agreement with the researches of Asadi (2021), Bayan Far, Partonejad and Tabatabai (2022), Sayadi and Soleimani (2022) and Abbasi, Iraji, Khazan and Azimi (2016), Diali and Aigbodion (2022), Jalilian, Azimpour and Qolizadeh(2017), Kimand Lee (2021), Martin, Carmen, Jurado et al, (2021) and Yagoubi and Jamali Firouzabadi (2014) agreed. In the explanation of this hypothesis, it can be stated that due to the fact that students face challenges and difficulties in their academic life, such as exam anxiety, low grades, etc., they become discouraged and lose motivation. Accordingly, It is necessary to use a program to increase the motivation and individual abilities of students to deal with the pressures and challenges. One of these programs is academic engagement, which is a predictor of academic progress. The educational package of a healthy human and cognitive education is a behavior that was very enjoyable for teenagers by teaching study skills and getting familiar with the title of learning styles and knowing students about the correct way to study and teaching strategies that make studying effective and by practicing methods of shortening the study such as the technique Smart, method (sq3r) and (vark) exam anxiety decreased in students. As a result, he improved their engagement and motivation for education. Cognitive, behavioral training with emphasis on study methods, and training of up-to- date and applicable techniques in the field of promoting enthusiasm and motivation to study in students was successful. Also, regarding the educational package of a healthy person, with emphasis on dynamism and being in the flow, which is one of the new aspects of this theory, it made the students to have more stability and effort to achieve their goals in the face of the crises created in their academic life and from Avoid standing and stooping. In the sessions, by teaching the meaning and finding the true meanings in life, the students found out what the true meaning and purpose of understanding this meaning is, and look at life, education, and the path to success with a more realistic view, and be careful of harmful meanings. In explaining the finding that the difference between the mean scores of the academic engagement variable of adolescents in the experimental group of the healthy human educational package and the cognitive-behavioral educational experimental group was not significant, it can be stated that the hours of training and the number of sessions of both educational packages were the same and each The training of both packages has been able to increase students' academic engagement scores almost equally. Other results of this research showed that there is a significant difference between the effectiveness of the healthy person training package and cognitive-behavioral training on self-management in adolescents. This means that the educational package of healthy people and cognitive-behavioral training has led to a significant increase in the average self-management scores of adolescents in the post-test stage and this effect has maintained its stability in the follow-up stage. Also, the difference between the average scores of the self-management variable of adolescents between the experimental group of the healthy person training package and the experimental group of cognitive-behavioral training was not significant, and this finding means that there is no difference between the effectiveness of the healthy person training package and cognitive-behavioral training on the variable itself. There is no significant difference in the management of teenagers. These findings are in agreement with the researches of Beshkofe, Gholamzadeh Jafary and Soudani (2022), Habibi Kaliber, Khosrowshahi and Jafar (2016), Haghi, Hosseinian and Rasouli (2012), Sigarchi, Abolghasemi, Tiz Dast and Rahmani (2021), Alidadi, Ghorchian, Jafari and Bagheri (2021), Fakharinejad, Mojtabaei, Mirhashmi and Malik (2021), Farshbaf, mani Sefat, Sam Mehr, Khademi and Shabani (2021), Dakar to be aligned. In the explanation of these findings, it can be stated that teaching self-management skills is an effective measure and solution to prevent students' academic failure and the loss of opportunities and precious years of students' lives and to reduce some of the psychological effects of students such as depression, exam anxiety, role confusion and Academic and social identity is a decrease in self-confidence and a decrease in feelings of frustration, anger about society and other consequences. A student with self- management skills achieves growth and maturity that can make informed decisions in facing life's issues and challenges and act accordingly and accept responsibility for his work and thus feel in control and efficient in life. Meanwhile, the management of thoughts and feelings can be effective as the main components of self-management and similar concepts on self-management. Teaching how to deal with anger, teaching anxiety control using

diaphragmatic breathing technique and calm body, controlling anxiety by teaching positive self-talk, teaching how to deal with fear by challenging thoughts, teaching problem solving skills using brainstorming, as well as practicing coping With stress, with the four-step technique of avoiding, changing, adapting and accepting problems, it is one of the self-management strategies that the healthy human training package and cognitive-behavioral training with its comprehensive and complete training in this field, as well as teaching techniques to control anger and anxiety, were able to help students help them to have more self-efficacy and control over their fleeting emotions and thus be able to create self- management within themselves.

Also, in explaining the hypothesis that there is no significant difference between the effectiveness of the healthy person training package and cognitive-behavioral training on the self-management variable of adolescents, it can be concluded that the training of both packages has improved the self-efficacy of students to the same extent. And in terms of effectiveness, both trainings have been equally effective. The results of the present study showed that the educational package of healthy people and cognitive-behavioral training was effective on the academic engagement and self-management of adolescents. Among the limitations of the research, we can mention the multiplicity of training methods and sessions (healthy human training package and cognitive training) and the control of intervening variables. Also, the use of a questionnaire in the form of self-expression was another limitation of this research, which may be influenced by social desirability bias in addition to reducing the validity of the data. This research was conducted on female students in a non-clinical community; Therefore, it is necessary to be careful in generalizing the results to boys as well as girls of the clinical population or non-student populations. It is suggested that researchers consider variables such as parents' education level, income, etc. in their studies. Also, future studies should be conducted on students of both sexes (boys and girls) at different ages and in other populations, and counselors and school psychologists should be used in secondary schools to help students increase their academic enthusiasm and self-management.

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Conflicts of Interest

None.

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