

## Effect of Encouragement Training on Academic Achievement in Secondary School Girl Students

Review Paper

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**Abstract:** With the advent of knowledge and technology and the widespread flow of information, our community today needs to train skills that can help keep pace with the development of science and technology. Hence, we need to cultivate people who can deal with problems with creative thinking. Therefore, encouragement as an effective tool can overcome many problems. Therefore, this study was conducted to determine the effectiveness of encouraging training on the academic achievement of high school girl students in a quasi-experimental pre-test-post-test with a control and experimental group. At first, from a questionnaire was filled out on all the students among 4 classes randomly. A total of 30 people who received the high score in the questionnaire were selected as the sample and assigned in experimental and control groups. At the end of the sessions, both groups were subjected to post-test. The experimental group was encouraged during the 10 sessions of 90 minutes once a week. After completing the independent variable, the questionnaire was again applied to the experimental and control groups with post-test. There was no intervention at this time on the control group. The process of the training sessions was that in each session, a brief summary of the previous sessions was discussed with the members of the group and then the new topics were taught by the coach. In this study, one-way covariance analysis (ANCOVA) was used to examine the research hypotheses. The results showed that the success, motivation and improvement scores of the experimental group increased significantly ( $P < 0.05$ ). Based on this, the result, encouraging training had an impact on the achievement, motivation and improvement of scores of high school girl students.

**Keywords:** encouragement, motivation, improvement of scores, achievement

### Introduction

Educational success has always been one of the concerns of researchers in the education and training system, and in many studies, these factors have been identified or classified according to their importance and impact. The success of an education is to achieve the goal of the individual's mind. As different people have different goals in their own minds and they are trying to achieve those goals, success is a higher step. (Alizadeh, 2008).

Academic success occurs when the individual is trained according to the potential and potential of the student, or

the distance between the student's actual potential and potential. Student success depends on a number of factors and causes that the shortage or weakness of each of these factors leads to academic failure. To make Intelligence and talent-taking, environmental factors and family factors are among the most important factors affecting the students' academic development (Habibi, 2011).

Educational success refers to the progress and achievement of high scores. The need for success and progression is one of the basic human needs - the need to overcome disappointment, the need to excel and

maintain high-level criteria. If there is a need for improvement in the people, they have better memory, they are more active in social and educational work, they are more resistant to social pressures and they are better off. They are hard-working and do better (Bahrami, 2004).

Confidence is a process that focuses on personal resources that increases self-esteem and acceptance, and with an optimistic philosophy of life that correlates with one's life, and it strengthens one's confidence and self-esteem and, consequently, is the key to the growth and development of a person. The encouragement is a personal feeling that a person submits his private privileges to some extent to increase social benefits. (Mobini, 2012)

Encouragement is a kind of courage to change the person. When we dare to make people really hope to live and help them to believe in themselves and their abilities, and we prepare them for stand against many storms of life.

Encouragement and satisfaction are what our teens and students need hardly, while they are less likely to be involved in our educational system. Hence, encouraging them, creating successful behavior patterns, having the expectations of the student at the right level, avoiding any punitive and intrusive behavior, and educating properly about coping with life's disadvantages are among the most important steps that can help students (Asali Talakoy, 2012)

Encouragement is one of the fundamental principles of Adler's psychology. Adler introduces Encouragement as one of the human needs. It is worthwhile, the feeling of capability, the need for accountability and reflection as the four needs of man. It argues that all is what a person does, the other person feels better, has a more productive performance, and in overcoming the more effective problems, To contribute to the health of others and

the community. In general, thinking is both a personal goal and a social goal. It is important to have positive attitudes towards the surrounding issues. (Safari Nia and Mehnazanazan, 2014)

Confidence based on respect, reciprocal dignity, and focus on individual strengths rather than weaknesses, is essential for creating an enabling learning environment. The encouragement, as the educators are discovering, is to re-schedule and improve the functioning of schools. It is the knowledge, recognition, acceptance, and transfer of faith in the student to receive the mere fact that he exists. (Nasiri Far, 2009)

Confidence is a phenomenon whose existence is necessary, and nobody can claim to help with difficulty, tension and challenge, and the encouragement of others to overcome problems. (Mobinki, 2012).

While encouragement is one of the most important aspects of student social development, few tutors, counselors, and editors are aware of this fact. Today, despite the many problems, the education is very much needed for academic success. Students who are most in need of encouragement often receive less, which can be harmful to their disadvantaged students. Educational success is always one of the challenges that our educational system poses. In this study, we seek to investigate the effectiveness of encouraging education on the achievement of high school students.

During his lifetime, man has always faced different learning processes. Ineffective learning in addition to economic losses, problems such as frustration, self-esteem, feelings of humiliation, depression, and as a result of the lack of full prosperity of the talents and abilities of the failed learner will result. (Noahi et al., 2013). The purpose of this research was to impart encouragement on the success, motivation

and improvement of scores in high school students.

### Methodology

In this research, the statistical population included all the high school students of Bandar e Pol that numbered 260 people. First, randomly, four classes were filled out with the implementation of a questionnaire on all the students. The number of 30 people who received the high score in the questionnaire was selected. As a sample, the choice of this number was randomized and drawn in two groups of 15, including the experimental group (participated in the encouraging sessions) and the control group did not receive the intervention, and at the end of each session two groups of post-test were taken.

In order to carry out an independent variable, a sampling session was conducted in order to justify and prepare the participants in a manner that was stated. In the next step, they answered the questionnaire and the results were recorded. In the next stage, screening and selecting students of the research sample were divided into two experimental and control groups, and the experimental group was encouraged during 10 sessions of 90 minutes once a week. After completing the independent variable, the questionnaire was again applied to the experimental and control groups with post-test. There was no intervention at this time on the control group. The process of the training sessions was that in each session, a brief summary of the previous sessions was discussed with the members of the group, and then the new topics were taught by the coach. In this research, a standard questionnaire for collecting information has been used. The Hartler's Holistic Motivation Questionnaire includes 33 items and aims to study academic motivation among students. This tool is a modified form of

the Hartler Scale (1981) as a measure of academic motivation. As stated, the scale Hartler's principal assesses academic motivation with bipolar questions, one pole of which is the inner motive and the other is the external motive, and the subject's response to the subject's subject matter can only be one of the external or internal reasons. Because in many academic subjects, both internal and external motives play a role, Leper et al. (2005) forms the Hartar scale Common analogies that the propagandist considers is one of the reasons for its internal and external motivation. Also, to investigate the effect of educational support on the success of the 7 items in the questionnaire, the questionnaire was used to examine this component and to examine the encouragement of improving the scores through the interview with the relevant secretary; their basic course scores were examined.

Also, in this study, the reliability of motivational components (33 items) by Zahiri and Rajabi (2009) was obtained by using Cronbach's alpha test using spss software, which is 0.92. Also, the reliability of the components of success (7 items) was 0.86 and these values indicate a good reliability of the questionnaire. Content validity has been used to assess the validity of the content. Therefore, for the content validity of this research, the questionnaire was provided to experts in this field and their opinions were applied.

### Results

The main purpose of this study was to investigate the effectiveness of encouraging education on the academic achievement of high school students in Bandar-e-Pul. Creating an educational empowerment environment to influence on success, motivation and improvement of scores, control and experiment groups as pre-test was examined. Therefore,

according to a questionnaire completed by the control and experimental group, its results have been used to examine the one-way covariance analysis. Also, one-way covariance analysis allows the researcher to correct variables that are correlated with the dependent variable

before comparing the means. Therefore, one-way covariance analysis helps us get rid of the effects of the intervening variable, reducing the magnitude of the variance error. Therefore, the results of one-way covariance analysis of the research are as follows:

Table 1  
One-way covariance analysis on academic achievement

Source of variance	SS	DF	MS	F	Sig.	Eta
<b>Group</b>	767.546	1	767.546	5.133	0.004	0.46
<b>Error</b>	1771.600	-	-	-	-	-
<b>Total</b>	368627	30	-	-	-	-
<b>Corrected Total</b>	3281310	29	-	-	-	-

As shown in the table 1,  $F = 5.133$ , which is significant at  $P \leq 0.05$ . In other words, there is a significant difference between the groups after modifying the pre-test scores and encouraging adolescence skills has had a significant effect on the academic achievement of high school students. The square of the Eta for the effect of the independent variable in the dependent variable is equal to 0.46, which

indicates that 46% of the variation in the dependent variable (achievement) is explained by the independent variable (encouragement). That is, encouraging education can explain 46% of the variables of achievement. The result is that encouraging training has an impact on the achievement of the high school students and the main hypothesis of the research is confirmed.

Table 2  
One-way covariance analysis on motivation

Source of variance	SS	DF	MS	F	Sig.	Eta
<b>Group</b>	1788.557	1	1788.557	7.24	0.004	0.612
<b>Error</b>	599.485	23	26.065	-	-	-
<b>Total</b>	386220	30	-	-	-	-
<b>Corrected Total</b>	1544.138	29	-	-	-	-

The results from the table 2 show that  $F = 7.249$ , which is significant at the level of 0.05. In other words, there is a significant difference between the groups after modifying the pre-test scores and encouraging encouragement skills on the motivation of high school female students. The square of the Eta for the effect of the independent variable in the dependent variable is equal to 0.61, which indicates

that 61% of the variation in the dependent variable (motivation) is explained by the independent variable (encouragement). That is, encouraging training can explain 61% of the variable motivational changes. The result is that the encouraging education of the high school students is affected and the research hypothesis is confirmed.

Table 3  
One-way covariance analysis on improvement of scores

Source of variance	SS	DF	MS	F	Sig.	Eta
<b>Group</b>	63.153	1	63.153	15.12	0.001	0.767
<b>Error</b>	46.046	23	2.002	-	-	-
<b>Total</b>	7961.250	30	-	-	-	-
<b>Corrected Total</b>	197.448	29	-	-	-	-

The results of the table 3 show that  $F = 15.125$ , which is significant at the level of 0.05. In other words, there is a significant difference between the groups after modifying the pre-test scores. The training of encouragement skills on the improvement of scores of high school students had a significant effect. The square of the Eta for the effect of the independent variable in the dependent variable is 0.77, which indicates that 77% of the variation in the dependent variable (improvement of scores) is explained by the independent variable (encouragement). That is, encouraging training can explain 77% of the variation in the improvement of scores. The result is that encouraging

training has an impact on the improvement of the grades of high school students and the research hypothesis is confirmed.

In this study, independent t-test was used to compare the mean of the two groups of respondents. In other words, in this test, the meanings obtained from random samples are judged. This means that from two different societies, examples of whether the number of samples is equal or not, randomly, and compare the meanings of those two societies. (Karimi, 2015). Therefore, independent t-test results for achievement, motivation, and scores improvement using Spss software are as follows:

Table 4

Results of independent t test for difference (pre-test and post-test) Mean achievement of experimental and control groups

Variable	Group	Mean	Df	T- value	Sig.
achievement	Control	5.86	28	-2.606	<b>0.014</b>
	experimental	6.33			

According to the table 4, there is a significant difference between the difference between the two groups (pre-test and post-test) of the students in the experimental and control group in terms of achievement. ( $P = 0.014$ , and  $t = -2.606$ ). In other words, the encouragement training with respect to the

difference between the mean achievement (5.867) of the control group and the average difference (6.333) in the experimental group increased the achievement of the high school students. Therefore, encouragement for success has an impact.

**Table 5**

Results of independent t test for difference (pre-test and post-test) Mean motivation of experimental and control groups

Variable	Group	Mean	Df	T- value	Sig.
achievement	Control	5.86	28	-2.705	<b>0.011</b>
	experimental	6.6			

According to Table 5, there is a significant difference between the difference (pre-test and post-test) of the students in the experimental and control group in terms of the motivation variable. ( $P = 0.011$ , and  $t = 2.705$  =). In other words, the encouragement training, due to the

difference in mean of motivation (5.866), in the control group compared to the mean difference (6.6) in the experimental group, increased the motivation of high school students. So encouragement has an effect on motivation.

**Table 6.** Results of independent t test for difference (pre-test and post-test) Mean improvement scores of experimental and control groups

Variable	Group	Mean	Df	T- value	Sig.
achievement	Control	1.1	28	-2.069	<b>0.048</b>
	experimental	1.76			

According to Table 6, there is a significant difference between the difference (pre-test and post-test) between the students of the experimental and control group in terms of the improvement of the scores. ( $P = 0.048$ , and  $t = 2.069$ ). In other words, the encouragement training with respect to the difference in mean scores improvement (1.1) compared to the mean difference (1.766) in the experimental group, improves the score of students. Therefore, encouragement has an effect on the improvement of scores.

### Discussion and Conclusion

The aim of this research was the effect of encouraging education on success, motivation and improvement in grades. The results showed that encouraging education explained 46% of the variables of success, 61% of the changes in the motivational variable and 77% of the variations in the improvement of the scores. However, encouragement for

success, motivation and improvement in scores is affected and research hypotheses are confirmed. Also for more accurate analysis of the research hypotheses, independent t-test was used to compare the mean of the two groups of respondents. Therefore, the results showed that the experimental group, which was encouraged by the education, had higher rates of success, motivation and improvement compared to the control group.

According to these findings, Izad Mehr (2016) in the master's thesis reviewed the efficacy of encouragement training on reducing the test anxiety and increasing the academic self-efficacy of high school students in Lengeh city has concluded that encouragement training reduces anxiety and increases student self-efficacy. Therefore, encouraging education has an impact on test anxiety and increased self-efficacy. The results of this study are encouraging learning achievement;

Motivation and improvement of academic scores are in line. In another study, Yazdan Panah (2011) at the his MA thesis, entitled the study of the effectiveness of encouraging education on reducing the test anxiety and the academic achievement of third-grade secondary school students (Kaki city guidance schools), expressed encouragement on exam anxiety and academic achievement that is consistent with the results of this research that encourages education to improve the scores, successes and motivations that are a form of academic achievement.

However, the results of this study are in line with the results of Nusayrifard's research (2008), which has received encouraging education to increase self-efficacy and self-esteem. In this research, through self-esteem education, first, students' self-esteem increased and then their impact on the reduction of test anxiety was measured. The results showed that encouragement has been effective in reducing the test anxiety. Also, Ali Mohammadi (2010) concurred in a study that he conducted on his soldiers and concluded that heightened education had an impact on reducing the depression of soldiers. Indeed, since depression is one of the personality traits that can affect their anxiety, it can be argued that anxiety reduction has an impact on improving scores and success, thus encouraging education has an impact on improving scores and success.

So according to the study done in this field, we can propose the following suggestions:

Encouraging education and learning how to encourage and apply the principles and methods of teaching it can be a useful strategy, especially for young people and young people, because this training creates the attitude and vision that they share with others and They are sympathetic to them, so today's youth, who are parents of

tomorrow, can be educated to keep away from discouragement, depression etc.

Considering that it can be used as a preventive measure with encouragement, it is possible to strengthen the awareness of individuals for their use and education in order to resolve such problems as anxiety, depression, and so on.

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