

## **The Effect of Cognitive-Behavioral Self-Esteem Training on Academic Motivation in Female Students**

**Zohreh Bakhshi<sup>1\*</sup>, Mohamad Reza Asadi Younesi<sup>2</sup>, Ahmad Khamesan<sup>3</sup>**

<sup>1</sup> Master Student, Psychology, Faculty of Education and Psychology, University of Birjand, Birjand, Iran.

<sup>2</sup> Assistant Professor, Faculty of Education and Psychology, University of Birjand, Birjand, Iran.

<sup>2</sup> Associate Professor, Faculty of Education and Psychology, University of Birjand, Birjand, Iran.

### **Abstract**

**Objective:** The purpose of this study was to investigate the effectiveness of a self-esteem training package with cognitive behavioral approach on academic motivation in female students.

**Method:** The research method was quasi-experimental with pretest-posttest with control group and one-month follow-up. The statistical population of this study was all female secondary school students in boarding schools in Birjand. Participants included thirty students who were selected by available and voluntary sampling. But individuals were randomly assigned to two groups of 15 and randomly assigned to the experimental and control groups. Intervention tool of the self-esteem cognitive behavioral training intervention package that was administered to the experimental group in nine sessions of two two-hour sessions over five weeks was used to measure academic motivation questionnaire. Data were analyzed using covariance analysis method.

**Results:** The results showed that the self-esteem of the experimental group after the intervention was significantly increased compared to the control group and this increase was largely sustained. Therefore, the hypothesis that self-esteem training increases students' academic motivation is confirmed.

**Conclusion:** The results of this study show that if the skills taught in the self-esteem training package are taught by families and schools to children and adolescents with cognitive-behavioral approach, they will enhance self-esteem and academic motivation.

**Keywords:** Self-esteem, Academic motivation, Cognitive behavioral approach

## Introduction

Throughout the years, human beings have struggled to identify themselves, and historical documents point to this. This profound need has been the focus of many psychologists throughout the life of modern psychology. In the meantime, identifying values, needs, human goals, and most importantly, self-esteem and human need for it, has particular importance. Throughout his life, one has made a sustained effort to achieve "optimal self-evaluation" (Babaei, 2006). Self-esteem and the concept of self-esteem are the most important factors in a person's optimal development of personality (Lawrence et al., 2006). Self-esteem is one of the most important factors of personal and social development; it is associated with behaviors formed in the family system on the one hand and with beliefs and emotions related to the individual (Amato & Fowler, 2002). Self-esteem is related to a person's sense of worth and self-affirmation (Harter, 2007). Since, self-esteem is one of the most important factors in human development and has important effects on one's mind, emotions, desires, values, and goals, one lacks self-esteem, experience anxiety, emotional instability, lack of self-esteem, and lack of understanding of the truth (Macaulay, Mihalko & Baneh, 1997). Due to the prominent role of self-esteem in the mental and mental health of individuals, there has been a great deal of research throughout the history of psychology for example, Moradi Shahrabak, Ghanbari Hashemabad, and Agha Mohammadian Sherbaf (2010); Bandar and Peterson (cited in Moradi, 2010) and Ellison (cited in Biabangard) showed that individuals with high self-esteem possess characteristics such as mental maturity, stability, realism, calmness, high ability to withstand failure, perceptual accuracy. Adaptation, aging, less coordination and flexibility are sex roles, while people with low self-esteem have traits such as anxiety and depression, physical and mental disorders, behavioral and communication problems, and abusive behaviors.

In addition, Trzesniewski, Donnellan, Moffit and Robins (2006), in a study, found that adolescents with low self-esteem had lower physical and mental health than adolescents with high self-esteem and that their social prospects would be worse; as more adulterous behaviors emerge in adulthood. The researchers also found that overall low self-esteem in adolescents predicts negative outcomes in adulthood. Among the various variables that affect self-esteem, academic motivation has been the focus of educational researchers and psychologists because of its importance in the academic life of students and students. For example, Korman (1996) have found in their research on the effect of self-esteem on academic motivation. Studies have shown that self-esteem is one of the effective factors in reducing students' motivation, meaning that students with lower self-esteem have less academic motivation. Atkinson (1967) showed that self-esteem can stimulate academic motivation if high, and, if it decreases, motivate students to seek information from the environment. Research has also been done inside the country. For example, in a study conducted by Roshani Milani et al., (2011), the results showed that having hope for the future, self-esteem, family income are among the factors influencing educational motivation. Learning motivation means the overwhelming desire to perform a task well within a particular domain and to evaluate its performance spontaneously. In the field of education, motivation is a three-dimensional phenomenon, which involves personal beliefs about the ability to perform the desired activity, the reasons or goals for the activity, and the emotional response associated with that activity. Most behaviors that show academic motivation include persistence to perform difficult, hard-working or mastery-focused assignments, and select assignments that require effort (Yousefi, Ghasemi & Firouznia, 2009). Because of the influence of academic motivation on students' success in the past and recent decades, psychologists have been trying to identify the factors that influence academic motivation. The results of different studies show that personality, family, university and social variables are related to educational motivation.

Given the research evidence on the importance of self-esteem and its association with academic motivation, interventions to enhance and enhance self-esteem have always been conducted using a variety of approaches. For example, the impact of encouragement training based on Adler's approach on enhancing self-esteem (Lee, 2005; Alizadeh, Nasrifard & Karami, 2010), Real Therapy (Deb,

2009; McManus, 2009; Moradi shahrbabak, Ghanbari Hashemabadi & Agha Mohammadian Sherbaf, 2010), Cognitive-Behavioral Approach (Karamibaldaji-Baharloo, Zarei & Sabetzadeh, 2013), Cognitive-Behavioral Group Hypnotherapy and Cognitive-Behavioral Group Therapy (Badleh et al., 2013) Cognitive and Metacognitive (Karami & Amir Timuri, 2013), Balanced Motion Therapy (Hidovann Langsdorf cited in Sarvari, 2012), Physical Psychotherapy and Feedback (Sarvari, Ghanayi Chamanabad & abdkhodaei, 2012), communication skills training with a religious approach (Ahmad, 2014). In explaining how cognitive behavioral training affects self-esteem, it should be noted that the most important source of self-esteem is cognitive components, self-comparison, and reaction to others; in this sense, cognitive factors are the most important factor affecting self-esteem. While in this approach, the underlying assumption is that cognitive change also leads to emotional and behavioral changes; therefore, since self-esteem is the emotional and emotional dimension of self-assessment, this approach is ineffective by modifying cognitive components that Reduces self-esteem can lead to emotional and behavioral changes and increase self-esteem (Farghani Torqi et al., 2012). Given the overwhelming research evidence on the relationships between self-esteem and academic motivation, mentioned above, the present study aimed to educate and enhance self-esteem of female students (due to availability and executive limitations), with a new educational package. A cognitive-behavioral approach and its effect on academic motivation was designed and implemented. Accordingly, the present study seeks to test the following hypothesis: Self-esteem training enhances students' academic motivation.

## Method

The present study is a quasi-experimental study with a pretest-posttest design and a follow-up with the control group. The statistical population of this study consisted of all female secondary school students in boarding schools in Birjand. Participants included 30 students who were selected by available and voluntary sampling. However, individuals were randomly assigned to two groups (two groups of 15 each) and a control and experimental group. Considering the importance of academic motivation among students and the explanations given to all students before the workshop, as well as the construct of self-esteem as a continuum that ranges from very low self-esteem to very high self-esteem. Every person's self-esteem, wherever this attachment is, needs to be strengthened, and in addition, everyone needs even high self-esteem to know how to safeguard their self-esteem. Therefore, and also because of the limitations of the experimental studies, the participation of people in this study was completely voluntary. The inclusion criteria were that participants should be teenagers, girls, and secondary school students. Prior to the independent variable (training delivery), participants in both experimental and control groups completed the academic motivation questionnaire as a pretest.

### *Procedure:*

Although psychologists have been able to achieve many successes in counseling and psychotherapy using the principles of cognitive approach, the combination of the two cognitive and behavioral approaches can have a more profound and profound impact on clients. By combining these two approaches, many of the deficiencies in each have been resolved and a more complete and practical approach has been developed. Cognitive-Behavioral Therapy is well-organized, problem-focused, and focused on the continuum of problems; it is short and limited in time, relies on a strategic questioning and discovery process, a logical way in which the patient encounters thoughts and beliefs think of themselves as the hypotheses to be validated, an educational approach in which cognitive and behavioral techniques are taught through homework. In this study, Lim, Saulsman and Nathan (2005) educational package was used to implement the cognitive-behavioral training program. In compiling this package, we used resources such as: low self-esteem, overcoming low self-esteem, ten days to self-esteem and low self-esteem management (Burns, 1993), and so on. The training package consists of 9 chapters that include conceptual information, worksheets and exercises or suggested

activities. This package was translated in 2015 and revised several times until October 2016. At the same time as the training material was presented, the self-esteem workbook was prepared from the training package and tested as a working tool. Before the intervention process, a test session was held with the members of the two groups, explaining the work logic, obtaining peer satisfaction, answering questions, duration of training, and so on. In the first session of all subjects, including experimental and control groups, pre-test (Academic Motivation Questionnaire) was performed and after the pre-test, the experimental group was exposed to independent variable (cognitive-behavioral training), but the control group received intervention the test group received 9 sessions of training. Meetings were held twice a week (two hours) over 5 weeks. At the end of the intervention, post-test was performed on the subjects of both groups again. Table 1 summarizes the training sessions.

Table 1: Content of training sessions with a cognitive-behavioral approach

Meeting	Aim	Description of the meeting	Worksheets and Assignments (Students' written and oral activities)
first	Concepts: Self-esteem, self-esteem, and their consequences in life	An overview of the purpose and structure of meetings, defining and explaining self-esteem and its weaknesses, the effects of self-esteem on life	1- Self-definition 2- Preparing a list of negative thoughts 3- Recording the effects of low self-esteem on life 4- Recording their current situation
second	Learn how to make low self-esteem	In this session, the difference between facts and opinions for students made it clear that their self-esteem may be due to biased, inaccurate, and inaccurate comments, not because of facts. In the following, the factors of negative comments were investigated.	Verbal Practice: Asking students to express some ideas and facts Written Practice: 1- Record previous stressful experiences that may have affected your attitude. 2. Record a few examples of the current laws and regulations of your life. 3. Recording how these laws and regulations apply to your life.
third	Understanding how low self-esteem persists	This session examines how long-term negative beliefs persist and outlines how harmful laws and regulations can lead to weakening and activating self-esteem.	Verbal Practice: 1- List some examples of past misconduct that you are still thinking about. 2. Describe the successes you have had in life but ignore. Written Practice: List some examples of harmful laws and regulations you may have in your life.
fourth	Investigate irrational expectations	In this session, the irrational expectations are explained in detail and various ways of changing and overcoming them are discussed. Next, students learn how to challenge their irrational expectations and replace them with reasonable expectations by developing a diary and test method.	Oral practice: Discussing irrational expectations Written Practice: Preparing a diary of unreasonable expectations and expectations. 2. Challenging irrational expectations by experimentation
fifth	Review of negative self-assessments	This session describes in detail the negative self-assessments and discusses ways to cope with and change it using the Thoughts Book (including identifying negative self-assessments, challenging them and creating more balanced self-assessments).	Verbal Practice: Discussing Negative Self-Assessments Written Practice: Using a Thoughtbook
Sixth	Accept Yourself	This session discusses and combats negative self-assessment in a different way: instead of combating negative self-assessment, how to	List some of your strengths, Featuring new weekly entertainment and entertainment,

		enhance moderate self-assessment, sufficient self-care, and positive self-care. Therefore, sessions five and six are two sides of the same coin, trying to reduce the inherent tendency for our negative self-evaluation. To do this, students will try to list their positive traits without limitation as much as possible in order to achieve a balanced self-assessment.	Preparing a table of success and entertainment activities
Seventh	Replacing negative and useless rules with useful rules	In this session, students will learn how to change the useless laws and regulations that consolidated the basic beliefs of the wrongdoers and replace them with better ones.	Discuss the current laws of their lives and their benefits and harms Complete the matching table and change the rules
Eighth	How to create balanced basic ideas	Teaching how to replace current negative baseline ideas with balanced baseline ideas and obtain the appropriate baseline ideas with the help of the helpful rules set out in the previous session.	Complete the table of replacement of negative base ideas with balanced base ideas
Ninth	Summarizing the contents of previous sessions to achieve a sustainable program of healthy self-esteem	The session presented a summary of all the concepts and strategies introduced in previous sessions and discussed how the students have continued to maintain and maintain what they have learned so far. There was also a review on how to establish and maintain low self-esteem and how to create a healthy self-esteem.	Specifying home exercise: Practice healthy self-esteem table strategies continuously

### Research tools

In this study, the Harter Academic Motivation Questionnaire was used to measure the dependent variable (academic motivation) as pre-test and post-test. Including 33 items (17 items of intrinsic motivation and 16 items of extrinsic motivation) aimed at examining academic motivation among students. This is a modified form of the Harter Scale (1981) as a measure of academic motivation. Harter's main scale measures academic motivation with bipolar questions, one pole being an internal motivation and the other, an external motivation, and the subject's answer to each question can only include one external or internal reason. Since many subjects have both internal and external motivations, Lopper, Corps, and Ingar (2005) formulate the Harter Scale into the usual scales, each question considers only one of the internal and external reasons. The questionnaire is based on the Likert scale (Never, 1% Rarely, 2% Sometimes, 3% Often 4% Almost Always 5). The reliability of this questionnaire was obtained by Zahiri and Rajabi (2009), 0.92. Predictive validity of the modified Harter Scale was confirmed by significant correlations between intrinsic motivation and teacher reports of internal motivation. Harter (1) also calculated the reliability coefficients of the partial scales using the Richardson Formula between 0.54 to 0.84 and the test coefficients in one sample over a six-month period from 0.48 to 0.63 and in another sample for 2 months. The month reported between 0.58 and 0.76. According to Bahrani and Latifian Research (2009), the reliability of this scale was 0.81 for the internal Motivation Scale and 0.52 for the external Motivation Scale and ranged from 0.58 to 0.78 for some scales. Alpha coefficients were 0.87 for overall motivational scale, 0.67 for external motivation scale and 0.60 to 0.82 for some scales. In this study Cronbach's alpha coefficient was used to determine the reliability of the instrument, with a reliability coefficient of 0.80.

### Findings

Descriptive variables of academic motivation variables including mean and standard deviation are shown in the Tables 2 and 3.

Table 2: Descriptive Indicators of Academic Motivation (External)

Group	Measuring steps	Mean	Std.
The experiment	pre-exam	51.30	8.46
	Post-test	51.80	7.12
	Follow up	56	6.67
Control	pre-exam	49.99	5.25
	post-exam	51.61	5.49
	follow up	50.73	4.54

Table 3: Descriptive Indicators of Academic Motivation Variables (Internal)

Group	Measuring steps	Mean	Std.
The experimental	pre-exam	55.92	11.82
	post-exam	66.06	8.36
	follow up	71.60	8.82
Control	pre-exam	56	8.79
	post-exam	57.30	8.50
	follow up	56.26	10.73

Since this study has a pre-test stage, the effect of the initial condition (pre-training) on the pre-test needs to be eliminated in order to assess the effectiveness of cognitive-behavioral training. ANCOVA analysis of covariance should be used to achieve this goal. This analysis is a combination of analysis of variance and linear regression that is able to compare the mean of the variable in the groups with the control of the effect of the intervening variable.

The intervening or controlling variable is separate from the independent variable and affects the dependent variable and the relationship between the independent and dependent variable; therefore, its effect should be eliminated. The pre-test values in such an analysis are selected as confounding variables to eliminate their possible effect on the comparison between groups statistically.

In the research hypothesis, the independent variable was group type (control group with no training and experimental group with receiving training) and pre-test values of internal and external academic motivation of the groups were considered as control variables and post-test and follow-up values were considered as dependent variables. Covariance analysis test was performed for each of the components of academic motivation, once to compare the post-test of the groups and again to compare their follow-up. The error level of all tests is  $\alpha = 0.05$  and therefore their significance level was considered  $p < 0.05$ . The null hypothesis of covariance analysis is the mean of the variables between the two groups and if this assumption is rejected ( $p < 0.05$ ), it can be concluded with more than 95% confidence that there is a significant difference between the mean values in the groups.

Table 4: The Summary of test results for analysis of covariance components of academic motivation in post-test.

Variable	Source of variance	Sum of squares	df	Mean of squares	F	p
External Motivation	Pre-test (Intervener)	130	1	130	4.48	0.044
	Group (independent variable)	176	1	176	6.07	0.020
	Error	783	27	29		
Internal motivation	Source of variance	1055	1	1055	17.28	0.000
	Group (independent variable)	1775	1	1775	29.09	0.000
	Error	1648	27	61		

Summary of the results of the covariance analysis test to examine the difference between the mean of the post-test stage of the academic motivation components between the two experimental and control groups with their pre-test effect control is presented in the Table (4).

According to Table 5, since for both motivational components, the level of significance of the intervention variable (pre-test) was less than 0.05, it can be said that there is a significant relationship between the intervention variable and the dependent variable, indicating that the intervention variable has a relationship. The independent variable affects the dependent variable and therefore eliminating its effect is necessary for comparing the follow-up phase of the two groups. Therefore, using covariance analysis test instead of independent t-test is a good choice.

Also, according to Table 5, the significance level of the independent variable (group) for the two components of external and internal motivation were respectively 0.020 and 0.000 which were both less than 0.05 ( $p < 0.05$ ), so the effect of the independent variable on the dependent variables was significant. Therefore, the assumption of covariance analysis assuming that the mean follow-up of the control group and the test phase was identical for both components of academic motivation was rejected with confidence and there was a significant difference between the groups. Consequently, considering that the mean motivation of the experimental group in the follow-up phase is higher than the control group, it can be said that the follow-up results were similar to the post-test phase, and thus the effect of cognitive-behavioral training remained over time and remained stable. It is interesting, but interestingly, regarding the extrinsic motivation component, in the follow-up phase as opposed to the post-test phase, training significantly increased this motivation component in the experimental group compared to the control group (as if over time, the training result appeared in individuals).

## **Discussion and Conclusion**

Self-esteem training enhances students' academic motivation. The results showed that self-esteem participants showed a significant improvement in their level of motivation compared to those who did not. Therefore, the hypothesis that self-esteem training enhances students' motivation to learn. Results of various studies, Nazari and Asadi (2011), Taheri and Jamshidi, (2007) and Mohammadzadeh et al., (2016) investigated the positive effect of cognitive-behavioral therapy on various psychological variables. Numerous studies have confirmed the relationship between high self-esteem with academic achievement and career success on the one hand, and the relationship between low self-esteem with academic failure, depression, anxiety, violence, and drug use (Jerome et al., cited in khateri, 2013). People with high self-esteem usually feel good about themselves and are better able to resolve their differences with others and are more resistant to problems, adversities and frustrations. They are logical and have a positive sense of self and enjoy their lives. Conversely, people with low self-esteem often experience great anxiety and frustration in the face of difficulties and difficulties. This group usually has problems in dealing with conflicts. They constantly annoy themselves with critical thoughts of self (Salahshor, 2000). Adolescents with high self-esteem show higher academic performance and performance than their peers in similar conditions, and one of the most prominent features of divergent thinking and creative individuals is high self-esteem.

Researches by Gerardi (2005), Ros and Broh (2002), Cokley (2000), Legault, Green-Demers and Pelletier (2006), Hosseini (2007), Abedi, (1995). (Narimani, 2005; cited in Biabangard, 2002), Dastamoz (2013) have found a significant relationship between self-esteem and academic motivation. Numerous studies (Cox, 2004; Carrie, 2001; Frederick, 2004; Brown, 2003; cited in Touzandehjani, Siddiqui, Nejat & Kamalpour, 2007) have also shown a direct relationship between self-esteem and academic achievement. As discussed above, it can be said that if a person has a positive impression of his / her abilities and believes that he / she can achieve what he / she is capable of, this recognition will increase efficiency and effectiveness and achieve his/her goals. Students' motivation to study increases when they are helped to understand themselves and to respect themselves. Attending cognitive-behavioral training classes' increases self-esteem. Self-esteem also increases flexibility for change and reinforces positive attitudes toward developing students' sense of self-efficacy, enhancing

their motivation for progress and, consequently, improving their academic achievement. In other words, how one's feelings, perceptions, and attitudes toward one's self play a crucial role in causing him or her to fail or succeed in life can increase students' desire for education and attachment to school. But students with low self-esteem not only lack confidence in their ability to do their academic work, but may not have enough effort to do their academic work, causing them to be less interested in education. People with low self-esteem feel proud and proud when they succeed, but when embarrassed they blame themselves and become embarrassed (Brown & Marshall, 2006; quoted in Ariapooran et al., 2013).

In explaining how cognitive behavioral intervention affects self-esteem, it can be said that the most important source of affect on self-esteem and self-esteem are cognitive components. In this approach, the underlying assumption is that cognitive change also leads to behavioral and emotional change. Thus, since self-esteem is an emotional and emotional dimension of self-esteem, this approach can modify emotional and behavioral changes and increase self-esteem by modifying inefficient cognitive components that reduce self-esteem. This approach becomes more useful and powerful in combination with the behavioral approach and its techniques. People with low self-esteem, for example, often downplay their important desires and view their goals with contempt, one of the behavioral techniques that helps one to identify and reach goals in different contexts and step-by-step planning. The next step is to reach them. Therefore, it seems that the cognitive-behavioral approach can affect self-esteem by emphasizing cognitive and behavioral factors, manipulating and modifying them.

On the other hand, when this approach is implemented in a group setting, the benefits of group therapy compared to individual therapy, such as member interaction, observational modeling and learning, empathy, receiving support and assistance from other members of the group, add to the cause and increase the impact of this approach (Kazemini & Rajabi, 2011). Students in this study were introduced to the concepts of self-esteem, low self-esteem and its consequences in life, and how to build low self-esteem and its continuity in life and acquire skills such as examining irrational expectations, examining negative self-assessments, accepting self-control, replacing negative and non-useful rules with useful rules and how to create balanced basic beliefs were able to enhance their self-esteem and increase their academic motivation. In other words, cognitive-behavioral intervention increases self-esteem and students with better self-esteem are more confident in their education and abilities and spend more time in academic affairs, which is likely to make them more interested in homework.

One of the limitations of the study is that since the sample studied was high school girls, the results can only be generalized to the female adolescent community. According to the results of the present study, it is recommended to compare the methods of intervention in this study with other methods and approaches in future studies, to examine the impact of self-esteem education on other psychosocial constructs, similar study on boys and other age groups. And the educational levels also apply, only the questionnaire method was used to identify academic motivation. It is suggested that other methods such as interviewing be used simultaneously with the questionnaire and in the applied dimension it is suggested to teach the skills taught in the present research to families and schools in order to prevent low self-esteem. Teaching students' self-esteem skills and conducting workshops at school and university level by counselors, conducting cognitive-behavioral therapy workshops and their applications to counselors, educators, teachers and parents with a strong emphasis on the cognitive approach behavior in making effective use of personal opportunities and abilities as well as using various practical techniques in this field to enhance their effectiveness in working with students, children and adolescents, Use the self-esteem reinforcement training package used in this study in university-level counseling and workshops and educational centers.



## References

- Abedi, M.R. (1995). The relationship between source of control and self-esteem with students' creativity. *School Psychology*, 3(4), 6-21.
- Alizadeh, H., Nasirifard N., & Karami, A. (2010). The Effect of Adler Approach-based Encouragement Training on Self-efficacy in Adolescent Girls. *Social Psychological Studies in Women*, 8(4), 143-168.
- Amato, P.R., & Fowler, F. (2002). Parenting, practices adjustment and family diversity. *Journal of Marriage and Family*, 64(3), 703-716. DOI: 10.1111/j.1741-3737.2002.00703.x
- Ariapooran, S., Amiriymansh, M., Taqvaee, D., & Haqtalab, T. (2013). Relationship between self-concept dimensions and academic motivation (reading, writing, math) of elementary students with learning disabilities. *Journal of Learning Disabilities*, 1(4), 56-72.
- Atkinson, J.W. (1967). *A theory of achievement motivation*, 1st ed. New York: John Wiley press.
- Babaei, N. (2006). Examination of self-esteem in adolescents. *School Counseling Growth Journal*, (4), 8-17.
- Badleh, M., Fathi, M., Mohammadyan, Sh., & Badleh, M. (2013). Comparison of the effectiveness of group cognitive-behavioral hypnotherapy and group cognitive-behavioral therapy on increasing adolescents' self-esteem. *Principles of Mental Health*, 15(3), 22-412
- Bahrani, M., & Latifian, M. (2009). The Relationship between Five-Factor Personality Traits and Academic Motivation Dimensions of Shiraz High School Students. *Modern Educational Thoughts*, 5(4), 29-42.
- Biabangard, I. (2002). The Effectiveness of Lazarus Multifaceted, Rational-Emotional and Relaxation Therapy on Reducing Students' Test Anxiety. *Thought and Behavior*, 3(8), 36-42.
- Burns, D. (1993). *Ten Days to Self-Esteem*. New York: Quill William Morrow.
- Cokley, K.O. (2000). A psychometric investigation of the Academic Motivation Scale using a United States sample. *Measurement and Evaluation in Counselling and Development*, 34, 109-119.
- Dastamoz, M. (2013). The relationship between autonomy and self-esteem with academic motivation of female middle school students in Gonabad, Master Thesis.
- Deb, S. (2009). Self-esteem of depressive patients. *Journal of the India Academy of Applied Psychology*, 35(2), 239-244.
- Farghani Torqi, O. , Javanbakht, M., Bayazi, M.H., Sahebi, A., Vahidi, S., & Drogar, K. (2012). Comparison of Educational Effectiveness of Cognitive Behavioral Group Therapy and Reality Therapy on Self-Esteem in High School Students. *Principles of Mental Health*, 14(2), 80-172.
- Fennell, M. (1998). Low Self-Esteem. In N. Tarrier, A. Wells and G. Haddock (Eds), *Treating Complex Cases: The Cognitive Behavioural Therapy Approach*. London: John Wiley & Sons.
- Fennell, M. (2001). *Overcoming Low Self-Esteem*. New York: New York University Press.
- Ferrari, J. R (2004). Trait procrastination in academic settings: An overview of students who engage in task delays. In H. C. Schouwenburg, C. H. Lay, T. A. Pychyl, & J. R. Ferrari (Eds.), *Counseling the procrastinator in academic settings* (19-28). Washington, DC: American Psychological Association
- Gerardi, S. (2005). Self- concept of Ability as Predictor of Academic Success among Urban Technical College Students"; *The Social Science Journal, Journal of Educational Psychology*, 42, 295–300. <https://doi.org/10.1016/j.soscij.2005.03.007>
- Harter, S. (2007). The development of self-esteem and self-representation. *Hand book of child psychology*. John Wiley and Sons INC.
- Hosseini M.A. (2007). The correlation between self-esteem and academic achievement in rehabilitation students in Tehran University of social welfare and rehabilitation. *Iranian Journal of Medical Education*, 7(1), 137-42.
- Karami, A., & Amir Timuri, M.H. (2013). The effectiveness of teaching cognitive and metacognitive strategies on test anxiety and self-esteem of third grade middle school students in Ghods city. *A New Educational Thought*, 9(2), 85-107.
- Karmibaldaji, R., Baharloo, G. , Zarei, I. & Sabetzadeh, M. (2013). The Effectiveness of Cognitive-Behavioral Self-Esteem Training on Aggression of Adolescents in Shahrekord High School. *Clinical Psychology and Personality Control University*, 20(9), 33-42.
- Kazemini, T., & Rajabi, M. (2011). The effectiveness of cognitive-behavioral group therapy on improving students' self-esteem and self-efficacy. *Behavioral Sciences Quarterly*, 69-81
- Khateri, M. (2013). Self-esteem in children and adolescents. *Education of Exceptional Children*, 58, 135-148.
- Korman, A.K. (1996). *Locus of control current trend in theory and research* (1st ed). Erlbaum: *Academic press*.
- Lapp, M.R., Corpus, J.H., Iyengar, S.S. (2005). Intrinsic and extrinsic motivation in the classroom: Age differences and academic correlates. *Journal of Educational Psychology*, 97(2), 184-96. DOI:10.1037/0022-0663.97.2.184
- Lawrence, J., Ashford, K., & Dent, P. (2006). Gender differences in coping strategies of undergraduate students and their impact on self-esteem and attainment. *Learn Higher Education*, 7, 81-273.
- Lee, E. (2005). The relationship of motivation and flow experience to academic procrastination in university students. *The Journal of Genetic Psychology*, 166, 5-14. DOI:10.3200/GNTP.166.1.5-15

- Legault, L., Green-Demers, I., & Pelletier, L. (2006). Why Do High School Students Lack Motivation in the Classroom? Toward an Understanding of Academic Amotivation and the Role of Social Support. *Journal of Educational Psychology*, 98(3), 567–582 DOI: 10.1037/0022-0663.98.3.567
- Lim, L., Saulsman, L., & Nathan, P. (2005). Improving Self-Esteem. Perth, Western Australia: Centre for Clinical Interventions.
- McManus, F. (2009). Cognitive-behaviour therapy for low self-esteem; A case example. Association for behaviour and cognitive therapies publish by Elsevier.
- Mohammadzadeh, H., Mohtashami, J., Bahrainian, Shakeri, N., & Jamshidi, T. (2016). The Effectiveness of Group Cognitive Therapy on the Self-esteem of Female Students. *Journal of Psychiatric Nursing*, (4)1, 18-27.
- Moradi Shahrababak, F., Ghanbari Hashemabadi, B.A., & Aqa Mohammadian Sherbaf, H.R. (2010). The Effectiveness of Group Reality Therapy on Increasing Self-Esteem in Students of Ferdowsi University of Mashhad. *Educational Studies and Psychology*, 11(2), 227-238.
- Nasri, S., Damavandi, M. E. & Ashouri, A. (2014). Predicting academic procrastination based on personality traits, identity styles, and commitment. *Personality and Personality Quarterly*, 3(4), 1-17.
- Nazari, A.M., & Asadi, M. (2011). The effectiveness of cognitive group therapy on decreasing depression among high school students. *Knowledge & Health*, 6(1), 44-48.
- Ros, C. E. & Broh, B. A (2002). The Roles of Self –esteem and the Seconce of Oersonal Control in the Academic Achievement Process. *Sociology of Education*, 73(4), 270 -284.
- Roshani Milani, S., Aghaii Monvar, I., Kheradmand, F., Saboory, E., Mikaili, P., & Masudi, S. (2011). A study on the academic motivation and its relation with individual state and academic achievement on basic medical students of urmia university of medical sciences. *Journal of Urmia Nursing and Midwifery Faculty*, 9(5), 357-66.
- Salahshor, M. (2000). *Training self-confidence in children and adolescents*. Tehran: Vaje Ara Publications.
- Sarvari, M., Ghanayi Chamanabad, A., & Abdkhodaie, M.S. (2012). The Interactive Effect of Physical Psychotherapy and Biofeedback on the Neurological Function of Self-Esteem and Emotional Intelligence of Mothers of Children with Learning Disabilities. *Principles of Mental Health*, 14(4), 23-314.
- Steel, P., Brothen, T., & Wambach, C. (2001). Procrastination and personality, performance, and mood. *Personality and Individual Differences*, 30, 95-106.
- Taheri, A., & Jamshidi, Z. (2007). The efficacy of cognitive therapy in reducing symptoms of depression. *Journal of Applied Psychology*, 1(3), 61-51.
- Touzandehjani, H., Siddiqui, K., Nejat, H., & Kamalpour, N. (2007). The relative effectiveness of cognitive-behavioral self-esteem training on students' social adjustment. *Research in Curriculum Planning*, 21(16), 41-56.
- Trzesniewski, K., Donnellan, M., Moffit, T., & Robins. P. (2006). Low self-steem during adolescence predict poor health, criminal behavior and limited economic prospects during adulthood. *Institute of Psychiatry, King's College London*. DOI:10.1037/0012-1649.42.2.381
- Wolters, C.A. (2003). Understanding procrastination from a self-regulated learning perspective. *Journal of Educational Psychology*, 95(1), 179-187. Doi.org/10.1037/0022-0663.95.1.179
- Yousefi, A.R., Ghasemi, Gh.R., & Firouznia S. (2009). The Relationship between Academic Motivation and Academic Achievement in Medical Students of Isfahan University of Medical Sciences. *Iranian Journal of Medical Education*, 9(1), 85-79.
- Zahiri, B., & Rajabi, S. (2009). Investigating the Relationship between a Group of Variables and Decreasing Academic Motivation of Persian Language and Literature Students. *Clinical Psychology and Personality*, 16(36), 69-80.