

Comparison of the Effectiveness of School Success and Stress Management Program on Self-efficacy, Involvement, Burnout and Academic Performance of students

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Introduction

The purpose of this study was to compare the effectiveness of the school success program and stress management on self-efficacy, involvement, burnout and academic performance of students in district 1 of Ahvaz city. The school's success program is a preventive program based on a multidimensional therapeutic and corrective approach, and it focuses on increasing academic success and self-esteem, self-concept, self-efficacy, feeling relaxation at school, self-centered and school-oriented attitudes and goal oriented. Stress is a risk factor for health. Several studies have shown that students with high stress have raised more complaints at both physical and mental health levels. Students with high stress tend to perceive exams as hazardous or threatening in comparison with students with low stress. The sample was all male high school students in the first grade of the district one of Ahvaz city in the year 2017-2018.

Method

The statistical population of this study was all first-year high school students in the first grade of Ahvaz city, district one in 2017-2018.

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From this statistical population, a sample of 270 participants was selected through cluster random sampling. After performing a pre-test, 60 students were randomly assigned to all the first grade students and assigned to two experimental groups (each group with 20 participants) and one control group (20 participants). The present study included a pilot study with pre-test and post-test with a control group. The self-efficacy questionnaire (Morgan), academic involvement questionnaire (Zerang), academic burnout (Bersu et al.), and academic performance of students (the mean scores of academic grades in both the first and second academic semester) were used to measure the variables. School success and stress management interventions were considered for 10 sessions, (each session was two hours).

Results

Multivariate analysis of variance showed that success styles interventions and stress management increased self-efficacy, academic involvement and academic performance, while reducing academic burnout. Succeeding in school can play an important role in students' education.

Discussion

The two types of training can be used as complementary or supplementary programs to improve academic performance. This success method can play an important role in student education as it is in complete concordance with students' target learning activities.

Keywords: Success in School, Stress Management, Academic Self-Efficacy, Academic Involvement, Academic Burnout, Academic Performance