

## The effect of group consulting with cognitive behavioral approach anxiety and assertiveness among students (boys)

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**Abstract:** The approach which has been used in this research is a experimental and its project is a kind of those pre-test and post-test with control group. The statistical society of this research is formed of all of the boy students of public high schools in Parsabad – Moghan in 84-85 year. (N=2969). The statistical model of this research was 20 students that had been choosed according to racemose by chance sampling method and settled by chance in two groups of test and control. The tools that has been used for this research include Kattell anxiety questionnaire containing 40 questions with 3 option about 7 compilation (The lack of ego integrity, The lack of ego strength, insecurity of paranoia, tendency to the feeling of guilt, stress of ego, latent anxiety and evident anxiety) and Gambrell and Richey questionnaire containing 40 questions with 5 option that performed in pre – test and post – test for test and control groups and also group consulting with cognitive – behavioral approach accomplished for test group during 11 session each session dealing 60 minutes. The research data be analyzed with statistical methods of paired samples test, independent samples test and Pierson correlation. So these result is obtained: Group consulting with cognitive – behavioral method cause the reduction of anxiety of students ( $p < 0.05$ ).

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**Key words:** Cognitive-behavioral therapy, anxiety and assertiveness.

### Introduction

Social phobia is characterised by a fear of negative evaluation within social or performance situations, where the individual is under scrutiny and may be embarrassed (American Psychiatric Association, 1994). Epidemiological studies have shown that social phobia is common, unremitting without treatment, and debilitating (e.g. Andrews, Henderson, & Hall, 2001). Moreover, only a minority of individuals with social phobia seek treatment, and few seek an empirically supported treatment (Andrews, Issakidis, & Carter, 2001). Cognitive behavioural therapy (CBT) has been shown to be efficacious in treating social phobia in numerous randomised controlled trials (RCTs; Butler, Chapman, Forman, & Beck, 2006). Efficacy studies prioritise internal validity and thus typically adhere to strict inclusion and exclusion criteria, are well controlled, use well-trained and regularly supervised therapists, and monitor adherence to manualised protocols. For people with social phobia, exposure to a feared social situation can cause extreme anxiety and even panic. Symptoms can include, but are not limited to, trembling, twitching, dizziness, rapid heart rate, feeling faint, difficulty speaking or swallowing, and sweating. Commonly feared situations include eating in public places, giving and receiving compliments, unexpectedly bumping into someone you know, making eye contact, talking with

people, and speaking to an audience (Wilson, 1996). The central concern of persons with social anxiety disorder is the fear that they will be negatively evaluated by others. Individuals with social anxiety worry that they will do or say something to elicit negative evaluation from others or that they will demonstrate physical symptoms during a social situation that will make them appear excessively anxious to others (APA 2000). Anxiety is one of released of feeling, which is very unpleasant and often ambiguous heart back together with one or more of the physical feelings. Anxiety is a warning sign, the news of the imminent danger that the person is preparing to confront threats. At present, large number of students in our country, are facing the problem of anxiety and lack of assertiveness and they have not ability to express them in the classroom, and often are silent in the Classes. Unfortunately, these students are considered as polite and disciplined from the teachers, And the falsely increased anxiety and lack of assertiveness in the students. In this study, we used the counseling group cognitive - behavioral therapy to reduce anxiety and increase the use of the tools. In our cognitive - behavioral therapy is a combination of cognitive and behavioral approaches.

### Material and Methods

In this study, a two-stage cluster sampling method was used. The 6 state high school, 2 high

school (Shahid Bromand and Moghan Sanat) were randomly selected. Each high school in the sixth grade students from three classes (I, II, III) were randomly selected. kattell test and test anxiety assertiveness Gmbryl and Ricci in 6 in Moghan Sanat and classes 6 classes in Shahid Boromand high school, in total 12 classes (369 students), the distribution was conducted. The tools that has been used For this research include kattell anxiety questionnaire containing 40 questions with 3 option about 7 compilation (The lack of ego integrity, The

lack of ego strength , insecurity of paranoia , tendency to the feeling of guilt , stress of ego , latent anxiety and evident anxiety) and Gambrill and Richey questionnaire containing 40 questions with 5 option that performed in pre – test and post – test for test and control groups and also group consuling with cognitive – behavioral approach accomplished for test group during 11 session each session dealing go minutes. The research data be analyzed with statistical methods of paired samples test, independent samples test and Pierson correlation.

Table 1: The mean and standard deviation of students' anxiety scores at control groups and experimental groups in pre-test and post-test

groups		means	standard error	number
pre-test	Control	62.125	6.15	8
	Experimental	70.75	9.05	8
	Total	66.44	8.70	16
post-test	Control	68.62	9.72	8
	Experimental	38.88	10.32	8
	Total	53.75	18.16	16

Table 2: Significant differences between pre-test and post-test scores on test groups of general anxiety (independent T)

groups	number	means	SE	t	df	Significance level
pre-test	8	70.75	9.05	8.39	7	0.000
post-test	8	38.88	10.32			

Table 3: Significant differences between pre-test and post-test scores on control groups of general anxiety (independent T)

groups	number	means	SE	t	df	Significance level
pre-test	8	62.12	6.15	-1.79	7	0.117
post-test	8	68.62	9.72			

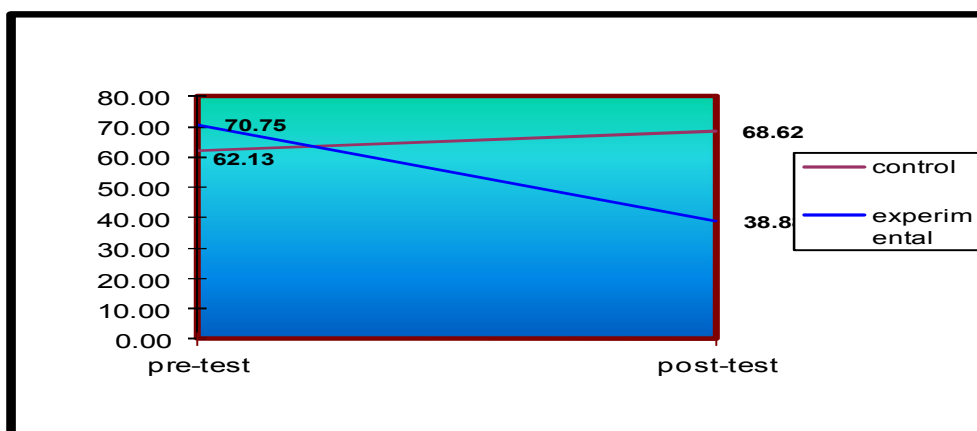


Figure 1. Pre- ad post-test

## Results and Discussion

Statistical analysis of the groups was examined using the T test. As seen in Tables 1, 3 and 4, mean anxiety scores of the case group were lower than those of the control group. Also, t-test of differences for assessing the difference of means between the case and control groups showed a significant difference between the two groups in anxiety. The means of anxiety scores was shown in Table 1.

Results of Table 2, showed that the data of pre and post test showed significant differences. Results showed that furore of test groups was decreased post- test, but there were no significant differences. The Significant differences between pre-test and post-test scores on control groups of general anxiety data are shown in Table 3. There were not significant differences between pre-test and post-test groups, and the correlation between pre-test and post-test groups was  $r= 0.22$ . According to Table 4, the results of the experimental and control groups showed significant differences and results showed that advisory group cognitive - behavioral therapy has been reduces of students anxiety in the experimental group than the control group. The following diagram shows the interaction effect of anxiety between the experimental groups.

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