

عنوان مقاله:

Comparison of the effectiveness of cognitive-social education and coaching on self-awareness in female high school students

محل انتشار:

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خلاصه مقاله:

Objective: The aim of this study was to compare the effectiveness of cognitive-social education and coaching education on self-awareness in female high school students. Method: The quasi-experimental research method was pretest-posttest with a control group with follow-up. The statistical population of this study included all-female high school students studying in District ۲ of Tehran in the academic year ۱۳۹۹-۱۴۰۰. The sample of the present study included ۴۵ people (۱۵ people for each group, i.e. ۱۵ people in experimental group ۱, i.e. ۱۵ people in experimental group ۲ and ۱۵ people in control group). In this study, the available sampling method was used. The research instruments included Cooper (۱۹۹۷) self-awareness questionnaire, Bazargan coaching training package (۱۳۹۷) and Ann Vernon cognitive-social translation, translated by Firooz Bakht (۱۳۹۵). Freon was used. Results: The results showed that the two methods of cognitive-social education and coaching training had a significant effect on self-awareness scores in the post-test. Experimental intervention led to changes in the experimental group, which was ۰.۳۱ total changes due to the experimental operation. Considering that the average of the cognitive-social education group was higher than the coaching education group; Therefore, cognitive-social education has been more effective in increasing students' self-awareness. Conclusion: With two methods of cognitive-social education and coaching, especially cognitive-social education, self-awareness can be increased in students.

کلمات کلیدی:

Cognitive-social education, Self-awareness, Coaching

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