



The effectiveness of academic counseling based on a narrative approach on academic resilience and academic emotions of students with academic failure

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ABSTRACT

Background and Aim: Students experience different emotions in academic situations. Emotions are always present in educational and clinical environments. Academic resilience also refers to high levels of motivation for progress and performance, despite limited conditions. Therefore, the aim of the present study was to determine the effectiveness of teaching compassion, academic counseling based on a narrative approach, on resilience and academic emotions of students with academic failure. **Methods:** The research method was a quasi-experimental type with a pre-test-post-test design with a control group. Using targeted sampling, 30 students from among the students with academic failure from the second grade boys' high schools of the second period of the 12th district of Tehran were determined and randomly placed in the experimental and control groups (15 people in each group). In the pre-test and post-test stages, students responded to the academic excitement questionnaires of Pakran et al. (2002) and the academic resilience questionnaires of Martin and Marsh (2009). The academic counseling protocol based on Pine's (2004) narrative approach was held for the experimental group for 8 sessions. **Results:** The results of covariance analysis showed that academic counseling training based on a narrative approach is effective on academic resilience ($P=0.001$ and $F=19.98$) and academic excitement ($P=0.001$ and $F=34.001$). **Conclusion:** Therefore, according to the results of the research, it is suggested that school counselors use group educational counseling trainings based on a narrative approach to control negative emotions and increase academic resilience.



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Introduction

The school period is one of the most important academic years because the habit of studying and strengthening the curriculum is formed during this period. With the right choice, you can create a bright academic and career future. The best solution for choosing the right education is knowing your talents, interests and potential, as well as examining your future education and career. So a conscious and rational decision is the key to success. To have such a choice, using telephone and face-to-face academic counseling services is the best solution (Dashtipour, 2016). Academic counseling helps students recognize their abilities, talents and learning style, plan, choose a field of study and solve educational and disciplinary problems. In this way, they can develop their abilities, use existing facilities optimally, solve their academic problems and adapt to the educational environment (Namdar et al., 2020). Narrative therapy is the process of helping people overcome problems by engaging in conversation therapy (Pain, 2016). This therapeutic process emphasizes the externalization of the problem from the person and sees them as separate parts of the person (Ryan, Edwyer, and Leahy, 2015). A narrative is a form of conversation that connects events over time and, therefore, can show the emotional dimensions of human existence. These conversations can include externalizing the problem, extracting consequences, highlighting new maps and connecting it to the past (Procheska and Norcross, translated by Seyed Mohammadi, 2020). White and Epsom (1985) narrative therapy is one of the most widely used types of narrative therapy (Sharf, 2015). In the context of education, academic resilience is defined as a high probability of success in school despite challenging and threatening conditions, which is caused by qualities, conditions, and early experiences (Morrison & Allen, 2016). Martin and Marsh (2009) believe that academic resilience is not limited to students with unfavorable backgrounds and conditions, but all students experience some level of poor performance, adversity, challenges and failures in their educational process (Martin & Marsh, 2009). Narrative therapy has an effect on students' academic excitement. Emotions are always present in academic environments (Artino et al., 2012). Emotion is conceptualized as a mental state that is associated with physiological reactions and evaluative responses

to some actions, conditions, or events or is seen as general evaluative reactions to learning and teaching experiences, progress demands, consequences, and feedback (Cocorada, 2016). One of the important determinants of academic achievement and related outcomes is the degree to which students feel emotionally involved in school (Wang & Dishion, 2012). The issue of academic dropout is one of the oldest and most well-known educational problems. This issue has been raised in all countries, whether industrially advanced or growing, and has always appeared in its own way. There are various definitions of academic failure. Carrying out educational interventions to change cognitive categories can somehow be useful in reducing negative emotions, increasing positive emotions and resilience, and investigating intervention methods seems necessary. According to what was said in this research, the aim is to investigate the effectiveness of academic counseling based on a narrative approach to the resilience and academic emotions of students with academic failure. It seeks to answer the question of whether academic counseling based on a narrative approach affects the academic resilience and academic emotions of students with academic failure.

Method

The research method was a quasi-experimental type with a pre-test-post-test design with a control group. Using targeted sampling, 30 students from among the students with academic failure from the second grade boys' high schools of the second period of the 12th district of Tehran were determined and randomly placed in the experimental and control groups (15 people in each group). In the pre-test and post-test stages, students responded to the academic excitement questionnaires of Pakran et al. (2002) and the academic resilience questionnaires of Martin and Marsh (2009). The academic counseling protocol based on Pine's (2004) narrative approach was held for the experimental group for 8 sessions.

Research tools

1. Academic resilience questionnaire. In the present study, the educational resilience questionnaire of Martin and Marsh (2003) was used, which has 6 questions and is scored on a 7-point Likert scale from completely disagree (1) to completely agree (7).

2. Academic excitement questionnaire. In the present study, the academic excitement

questionnaire of Pakran et al. (2002) was used. This tool has 75 items and two dimensions positive academic excitement (22 items) and negative academic excitement (53 items). The dimension of positive academic emotions has the component of pleasure, hope, and pride, and the dimension of negative academic emotions consists of five components: anger (9 items), anxiety (11 items), shame (11 items), disappointment (11 items) and fatigue (11 items). The items of this tool are scored using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The score of each dimension or component or the total score of the constituent items is obtained, and the higher the subject's score, the more he has that characteristic.

3. Questionnaire of mental rumination. Nalen-Hoeksma and Moreau created this questionnaire in 1990. The rumination response scale has 22 items, which respondents are asked to rate each on a scale. The scoring method of this scale is based on a four-option Likert scale. The score range of this scale is between 0 and 66.

Results

Multivariate analysis of covariance was used to investigate the significance of the difference between the emotion score and academic resilience in the two groups of academic counseling based on the narrative approach and the control group. Before performing the analysis of covariance, the results of Kolmogorov-Smirnov, M-Box and Levin tests were checked in order to comply with the presuppositions. Kolmogorov-Smirnov test was used for the normality of data distribution. The results of this test show that the distribution of the scores of the dependent variables in the pre-test-post-test is normal and the data have a normal distribution ($p < 0.05$). Box's M test was insignificant for any research variables (Box's $M = 1.15$; $df1 = 28$; $p > 0.05$). Also, the non-significance of any of the variables in Levene's test shows that the equality of variances between groups and the error variance of the dependent variable was equal in all groups. The value of F was significant ($P < 0.05$), which means there is a difference between the control and experimental groups. In this way, the statistical null hypothesis is rejected and it is determined that the linear combination of the research variables after adjusting the differences of the covariance variables (pre-test of the components of academic resilience and academic excitement) has been affected by the independent variable (educational counseling based on the narrative approach) (post-test

stage). Therefore, academic counseling based on a narrative approach has influenced the components of academic resilience and academic excitement of students with academic failure.

Controlling the pre-test, experimental and control groups shows a significant difference in academic resilience ($P = 0.001$ and $F = 19.98$). In other words, the independent variable (educational counseling program based on narrative therapy) has been effective on the dependent variable (academic resilience) of students with academic failure under research. It is also observed that with pre-test control, there is a significant difference between the experimental and control groups in terms of academic excitement ($P = 0.001$ and $F = 34.001$). In other words, the independent variable (educational counseling program based on narrative therapy) has been effective on the dependent variable (academic excitement) of students with academic failure under research.

Conclusion

One of the characteristics of teenagers with low resilience is that they cannot separate the problem from their identity and may even call themselves and their problems by the same name. In narrative therapy, problems are not treated as issues to be solved but rather as part of a story or narrative. This same process of rewriting or reconceptualizing the life narrative enables people to externalize their problems and not be passive towards them (Kilgore, Taylor, Cloonan, Daily, 2020). By externalizing the problem, narrative therapy can help people not to consider themselves passive in the face of life's stressful events and problems. This state can be reached when one can separate oneself from the problem. Narrative therapy builds people's experiences by creating favorable environmental conditions. When an experience is structured, the resulting emotional consequences become more manageable. Things that cause distress are not just the traumatic events that a person attributes to them. Therefore, creating them and expressing images and emotions in clear words changes the way of thinking about traumatic events, ultimately leading to the gradual elimination of disturbing thoughts. In addition, the mere function of reporting emotional helplessness in the form of words increases mental and physical health (Taghipour et al., 2021). Narrative therapy also allows a person to describe himself and his relationships based on a fresh, problem-free perspective. By adopting this perspective, a person can find the facts related to him. When

one had explanations full of problems in their life, he could not understand them (Goldenberg, 2012). Therefore, by using educational counseling based on narrative therapy, focusing on changing the person and giving new meaning to experiences, it can control negative emotions and reduce people's rumination. In other words, group training using the narrative therapy method allowed students to get rid of stressful academic emotions (anger toward learning, anxiety, disappointment, shame and fatigue).

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