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## Comparison of the Effectiveness of Phenomenological Approach-Based Self-Esteem Enhancement and Cognitive-Behavioral Self-Esteem Enhancement on Affective Capital

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### ABSTRACT

**Purpose:** Affective capital is a state of feeling vitality and inner positive emotional energy that can be directed and transformed. It plays a significant role as a capital variable in individuals' lives. This study aimed to compare the effectiveness of self-esteem enhancement based on the phenomenological approach and cognitive-behavioral self-esteem enhancement on affective capital.

**Methodology:** The research method was quasi-experimental with a pre-test, post-test, and follow-up design with a control group. The statistical population of the present study consisted of female high school students in Isfahan during the academic year 2021-2022. From the statistical population, 45 female students who met the inclusion criteria were purposefully selected and randomly assigned to three groups (15 in each group): phenomenological approach-based self-esteem enhancement, cognitive-behavioral self-esteem enhancement, and control group. The Golparvar Affective Capital Questionnaire (2016) was used for data collection. The educational groups received 8 sessions of training (one session per week), while the control group did not receive any training. Data were analyzed using repeated measures ANOVA and Bonferroni post hoc test.

**Findings:** The results indicated a significant difference in affective capital and its components between the phenomenological approach-based self-esteem enhancement and cognitive-behavioral self-esteem enhancement groups compared to the control group. However, there was no significant difference between the two educational groups in this variable and its dimensions.

**Conclusion:** Given the effectiveness of phenomenological approach-based self-esteem enhancement and cognitive-behavioral self-esteem enhancement on increasing affective capital and its components, these two educational packages can be used to enhance the affective capital of adolescent girls.

**Keywords:** Self-esteem enhancement, phenomenological approach, cognitive-behavioral training, affective capital.

## 1. Introduction

Adolescence is one of the most critical stages of development (Jazini et al., 2024) and a transitional period from childhood to adulthood. Adolescents often experience identity crises and confusion in identity formation (Ng et al., 2019). Adolescence is a fascinating stage in human life characterized by unique ups and downs and challenges (Golparvar & Tabatabaie Nejad, 2021) and is considered a key period for the formation of self-awareness and self-concept. Among the concepts related to the self, the formation of self-esteem (Xu et al., 2018) frequently impacts adolescents physiologically, psychologically, and interpersonally (Erol & Orth, 2011; Ofem, 2023; Omale, 2024; Sun et al., 2024; Wang et al., 2024).

Self-esteem constitutes a significant part of adolescents' self-awareness, subject to internal and external influences during puberty (Kheirkhah et al., 2013) and is a primary factor in the development of adolescents' talents, enabling them to adapt to challenging conditions (Joshanloo, 2022).

In fact, self-esteem is a self-evaluation with emotional content, including feelings associated with the self, such as pride or shame (Zhai et al., 2015). Adolescents with low self-esteem are more likely to experience anxiety, depression, loneliness, and negative emotions (Robins et al., 2002). Robins et al. (2002) found that while self-esteem levels are high in childhood, they decrease during adolescence, gradually increase in adulthood, and decrease again in old age. Thus, adolescence appears as a time of decreased self-esteem (Robins et al., 2002).

Additionally, past research indicates lower self-esteem among girls compared to boys (Wani et al., 2016). This lower self-esteem during adolescence predicts poor physical and mental health, poor economic well-being, and higher crime rates in adulthood (Pernama et al., 2019).

A longitudinal study showed that self-esteem predicts future levels of positive affect (Joshanloo, 2022). Furthermore, low self-esteem is identified as a symptom or trait associated with several emotional and personality disorders (Zeigler-Hill, 2011). The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) links low self-esteem with 21 different disorders, including depression, anorexia nervosa, bulimia nervosa, sexual dysfunction, and avoidant personality disorder, among others (American Psychiatric Association, 2022).

Therefore, given the consequences of low self-esteem, interventions aimed at increasing self-esteem, especially in adolescents, should be implemented (Martinsen et al., 2021),

and the instability of self-esteem during puberty indicates its modifiability (Steiger et al., 2014). Hence, interventions targeting low self-esteem may be effective (Golparvar & Zarei, 2018). Due to the importance of self-esteem in adolescence and the outcomes of low self-esteem in adolescents, measures to enhance and strengthen self-esteem during this period are necessary.

Among the important variables for adolescent female students, this study focuses on affective capital due to its novelty and the relationship between self-esteem and emotions (Golparvar, 2016). Affective capital is the latest capital variable, introduced in its current form for the first time in Iran and globally (Madadi Zavareh et al., 2019). Affective capital is a state of positive inner emotional energy and vitality that can be directed and transformed, and with focused attention, it can have a relatively stable impact on human behaviors and choices (Golparvar & Akbari, 2019). It has three components: positive affect, feeling of energy, and happiness (Golparvar & Enayati, 2018). This capital is a state of inner positive vitality that arises, especially when experiencing success, feeling valuable, and achieving human goals and aspirations (Gendron et al., 2016).

Affective capital has various psychological functions, with the most important being the preparation of neuropsychological, cognitive, and emotional capacities for the development of skills and abilities in humans (Khazaei et al., 2021). This capacity preparation enhances an individual's ability to interact with the environment and provides a practical and effective way to face stress and pressure (Golparvar, 2016). Affective capital can influence behavior in various situations and conditions and provides the ability to invest in behaviors, performance, and skills necessary for survival in an optimal and effective manner (Golparvar & Akbari, 2019).

Affective capital is the core of adaptation to changes in life under various conditions and situations, enabling individuals with stronger affective capital and higher levels of positive emotions to establish better relationships with others, and achieve higher job satisfaction, attitudes, and performance (Gendron et al., 2016). In summary, personal affective capital is crucial for maintaining successful interpersonal relationships, enhancing citizenship skills, and achieving success in workplaces and schools. Improving personal affective capital in students reduces dropout rates and increases academic progress (Khazaei et al., 2021).

Various theoretical and practical approaches have been used to enhance self-esteem. The effectiveness of approaches such as dialectical behavior therapy (Yasfard et

al., 2019), mindfulness training (Aghasi et al., 2019), life skills training (Mehri Nejad et al., 2019), interpersonal problem solving (Hakimi Rad et al., 2020), quality of life therapy (Rezaiee & Farhadi, 2018), communication skills (Ahmadi et al., 2014), and social behaviors training (Bahadori Jahromi et al., 2017) on the self-esteem of adolescent students or female adolescents has been confirmed.

One educational-therapeutic approach that has gained widespread use and may be effective for the problems of adolescent female students is cognitive-behavioral therapy (Houghton et al., 2018). This approach integrates cognitive and behavioral approaches (Kolubinski et al., 2018). In recent years, interventions based on this theory and its methods have been designed to increase self-esteem (Anwar & Sa'adah, 2020). This method seeks to integrate therapeutic techniques that help individuals change not only their actual behavior but also their thoughts, beliefs, and core attitudes (Sa'adah, 2019) and emphasizes gradually changing negative thoughts and maladaptive belief systems (Leddy et al., 2013).

Cognitive-behavioral training is typically brief, collaborative, problem-focused, and goal-oriented, focusing on improving emotional responses, maladaptive behaviors, and overall functioning by changing cognitions (Khayatan et al., 2021). It helps individuals identify and correct misconceptions about themselves, the world, and the future (Houghton et al., 2018). Its fundamental goal is to eliminate cognitive biases or distortions so that individuals can function more effectively (Pernama et al., 2019).

It helps individuals recognize their distorted thinking patterns and ineffective behaviors, using systematic discussions and structured behavioral tasks to change them (Corey, 2012). Basic techniques in cognitive-behavioral training include goal setting, cognitive-behavioral assessment, self-monitoring, Socratic questioning, cognitive restructuring, problem-solving, behavioral activation, relapse prevention, exposure, and behavioral experiments (Ashoori, 2016). These interventions provide clients with a stable set of skills that can be used outside of training sessions and even after training cessation by fostering emotional flexibility (Corey, 2012).

In recent years, domestic research has supported the effectiveness of the cognitive-behavioral approach on affective capital, including studies by Esteki Azad et al. (2022), focusing on the effectiveness of child-parent relationship-based play therapy and cognitive-behavioral art-play therapy on the affective capital of mothers with

single-parent children (Esteki Azad et al., 2022), and Golparvar and Tabatabaie Nejad (2021), on the effect of positive mindfulness therapy, mindfulness-based cognitive therapy, and cognitive-behavioral therapy on the affective capital of depressed female students (Golparvar & Tabatabaie Nejad, 2021).

Given that different self-esteem enhancement approaches have somewhat neglected an important aspect, which is self-esteem from the perspective of the target individuals, focusing on the lived experiences and needs of adolescents in self-esteem enhancement content can be valuable. Phenomenology, literally the study of phenomena of any kind and describing them by considering how they manifest before any evaluation, interpretation, or value judgment (Emami Sigaroudi et al., 2012), studies the world as experienced by those living in it. Thus, it is suitable as a research method for exploring life experiences in everyday life situations (Karanikola et al., 2018) and suggests a descriptive, reflective, and interpretative research method for extracting the essence of human experience (Iman, 2017).

The phenomenological approach, based on its ontological principles, focuses as much as possible on first-hand experiences or lived experiences and avoids dealing with secondary experiences because entering the semantic layers of second-hand experiences is not possible and leads to distorted knowledge (Hosseini & Izadi, 2015).

Therefore, considering the mentioned issues and the fact that in recent years, various educational and therapeutic approaches have been used in domestic research to enhance the self-esteem of students, particularly adolescent students, and their effectiveness in increasing self-esteem has been confirmed by these studies. However, all these studies have somewhat overlooked an important element in their educational approaches, which is the lived experiences of the adolescent students themselves, especially the adolescent girls targeted in this study. Based on existing theoretical and practical knowledge, moving towards experience-based education for adolescents and their needs and issues is inevitable. Any education that can focus on the needs and issues of the target population can enhance their motivation to change conditions and provide documentation for continuing to focus on experiential education based on lived experiences, paving the way for future studies.

In this context, the present study aimed to compare the effectiveness of phenomenology-based self-esteem enhancement and cognitive-behavioral self-esteem

enhancement packages on affective capital in female high school students.

## 2. Methods and Materials

### 2.1. Study Design and Participants

The research method was semi-experimental with a pre-test-post-test design with a control group and a 60-day follow-up period. The statistical population was female high school students in Isfahan during the academic year 2021-2022. Based on inclusion criteria, 45 students were purposefully selected and randomly assigned to three groups (two experimental and one control), with each group consisting of 15 students.

After obtaining the necessary permissions from the university and coordination with education officials, all participants completed the research questionnaires. Then, the participants in the first experimental group received 8 weekly 75-minute sessions of self-esteem enhancement training based on the phenomenological approach developed from themes extracted from interviews with adolescent girls. The second experimental group received 8 weekly 75-minute sessions of cognitive-behavioral self-esteem enhancement training validated by Hakimi et al. (2019). The control group did not receive any intervention and was placed on a waiting list. After completing the sessions and after 60 days, participants in all three groups were tested. Inclusion criteria included willingness and informed consent to participate in the research, being female, studying in high school, being physically and mentally healthy, and not receiving simultaneous psychological training.

### 2.2. Measures

#### 2.2.1. Affective Capital

The "Affective Capital Questionnaire," a 20-item questionnaire by Golparvar, has three components: positive affect (10 items), feeling of energy (5 items), and happiness (5 items). Scoring is based on a five-point scale ranging from never (1) to always (5). Therefore, the overall affective capital score ranges from 20 to 100, positive affect from 10 to 50, and feeling of energy and happiness from 5 to 25, with higher scores indicating higher affective capital and its components. Exploratory factor analysis confirmed the construct validity of the questionnaire, and Cronbach's alpha ranged from 0.936 to 0.978 (Golparvar, 2016). Golparvar and Enayati (2018) reconfirmed the construct validity and reported Cronbach's alpha as 0.965 (Golparvar & Enayati,

2018). In this study, Cronbach's alpha was 0.937 for the overall questionnaire and 0.879, 0.780, and 0.880 for positive affect, feeling of energy, and happiness, respectively.

### 2.3. Interventions

#### 2.3.1. Phenomenology-Based Self-Esteem Enhancement

Session 1: Introduction, training in identifying, believing in, and enhancing abilities, correct emotional discharge, and self-relaxation. Introduction and recognition of members, self-awareness and skill acquisition techniques, self-confidence enhancement techniques, problem-solving skills, and physical relaxation through Jacobson's relaxation method.

Session 2: Training in correct emotional discharge, self-relaxation, and self-worth. Three-minute breathing awareness, emotional discharge techniques, Howard's five principles for self-worth, self-kindness exercises, personal values, and self-respect enhancement.

Session 3: Use of motivational and appropriate materials. Understanding motivation and its types, increasing intrinsic motivation, motivational statements, and introducing suitable motivational and self-help books.

Session 4: Use of motivational and appropriate materials. Understanding the 80/20 rule, introducing psychology and self-esteem books, and motivational films.

Session 5: Use of motivational and appropriate materials and effective self-talk. Introducing motivational films, summarizing motivational content, inner self-talk techniques, impact on thoughts, behavior, and emotions, defining absolutist thinking, understanding balanced and positive thinking, positive self-talk techniques, avoiding negative self-talk, and explaining irrational beliefs related to adaptation.

Session 6: Spirituality training and personal self-esteem enhancement methods. Understanding spirituality and connection with God, spiritual exercises, gratitude training, logical problem-solving, and small successes.

Session 7: Personal self-esteem enhancement methods. Expressing oneself in groups, starting from interests, understanding the impact of success in difficult tasks, understanding the impact of belonging to appropriate groups, and discussing personal strategies with students.

Session 8: Personal self-esteem enhancement methods and support-seeking (family, counselor, and friends). Presenting personal self-esteem enhancement methods by



students, effective communication skills for seeking support, and summarizing session topics.

### 2.3.2. Cognitive-Behavioral Self-Esteem Enhancement

Session 1: Introduction and psychological training. Introducing and recognizing group members, reviewing the general pattern of sessions, explaining and clarifying the rules governing the group and educational sessions, and reviewing educational goals.

Session 2: Definition and understanding of self-esteem. Defining self-esteem, identifying barriers to self-esteem growth, and assigning tasks for subsequent sessions.

Session 3: Identifying negative core beliefs and schemas and training students in the upward arrow technique. Identifying negative core beliefs and schemas, training and using the upward arrow technique, and challenging negative core beliefs about self-esteem.

Session 4: Training in cost-benefit analysis and other cognitive-behavioral techniques. Using cost-benefit analysis techniques on conscious thoughts, discovering evidence supporting and refuting participants' thoughts in personal and educational life, and preventing self-labeling.

Session 5: Identifying sources of worries and past actions. Identifying and stating common life routines and their roots, identifying significant worrying areas in participants' lives, and stating actions taken so far, creating alternative interpretations or predictions.

Session 6: Understanding constructive and non-constructive worries and the balcony view technique. Discussing repetitive issues and differentiating between

constructive and non-constructive worries, identifying participants' roles in negative self-predictions, and using the balcony view technique to find errors in their coping methods.

Session 7: Identifying causes of unpleasant events and discovering new meanings. Identifying possible causes of unpleasant events, commenting on other group members' performance, discovering new meanings in life to increase motivation for progress, and discovering new opportunities and challenges in current conditions.

Session 8: Problem-solving training and reviewing and summarizing sessions. Problem-solving training, reviewing previous sessions and exercises, listening to group members' feedback, and summarizing.

### 2.4. Data Analysis

Data were analyzed using repeated measures ANOVA and Bonferroni post hoc test via SPSS-23.

## 3. Findings and Results

The participants of the present study were female high school students. The mean and standard deviation of age in the phenomenological self-esteem enhancement group were  $16.533 \pm 0.099$ , in the cognitive-behavioral self-esteem enhancement group were  $16.533 \pm 1.125$ , and in the control group were  $16.267 \pm 0.961$ . The chi-square test showed no significant difference in the age of students among the three research groups. Table 1 presents the mean and standard deviation of affective capital and its components.

**Table 1**

*Mean (SD) Values for Affective Capital and Its Components in Different Stages of the Study*

Variable	Time	Phenomenological Self-Esteem Enhancement	Cognitive-Behavioral Self-Esteem Enhancement	Control
Affective Capital	Pre-test	55.267 (11.298)	60.067 (12.441)	58.067 (17.152)
	Post-test	75.400 (10.802)	75.467 (13.059)	56.733 (16.276)
	Follow-up	74.933 (11.234)	75.800 (12.243)	59.667 (14.435)
Positive Affect	Pre-test	27.867 (7.210)	29.533 (5.357)	28.933 (8.623)
	Post-test	37.000 (5.028)	37.267 (6.375)	28.200 (8.562)
	Follow-up	37.200 (5.647)	36.867 (6.186)	30.067 (6.902)
Feeling of Energy	Pre-test	13.867 (2.669)	15.400 (4.188)	14.467 (4.291)
	Post-test	18.933 (3.195)	19.067 (3.634)	14.133 (4.749)
	Follow-up	19.000 (3.047)	19.533 (3.399)	14.867 (4.051)
Happiness	Pre-test	13.533 (3.523)	15.133 (3.852)	14.667 (4.880)
	Post-test	19.467 (3.314)	19.133 (3.758)	14.400 (3.397)
	Follow-up	18.733 (3.104)	19.400 (3.089)	14.733 (3.990)

Before performing the repeated measures ANOVA, normality of the data distribution was checked using the

Shapiro-Wilk test, and Levene's test indicated equality of error variances for affective capital and its components ( $p >$

.05). Mauchly's test indicated that the assumption of sphericity had been violated for these variables; therefore,

the Greenhouse-Geisser correction was used in the within-group analyses.

**Table 2**

*Results of Repeated Measures ANOVA for Affective Capital*

Variable	Source	Sum of Squares	df	Mean Square	F	p	Effect Size
Affective Capital	Time	4244.133	1.324	3205.031	89.357	.0001	.680
	Time x Group	2206.356	2.648	833.084	23.227	.0001	.525
	Within-Group Error	1994.844	55.617	35.868			
	Group	3935.511	2	1967.755	4.014	.025	.160
	Between-Group Error	20590.889	42	490.259			
Positive Affect	Time	966.504	1.419	681.344	50.832	.0001	.548
	Time x Group	481.585	2.837	169.749	12.664	.0001	.376
	Within-Group Error	798.578	59.578	13.404			
	Group	824.548	2	412.274	3.484	.040	.142
	Between-Group Error	4970.222	42	118.339			
Feeling of Energy	Time	276.015	1.727	159.842	36.987	.0001	.468
	Time x Group	141.896	3.454	41.087	9.507	.0001	.312
	Within-Group Error	313.422	72.525	4.322			
	Group	308.726	2	154.363	4.457	.018	.175
	Between-Group Error	1454.711	42	34.636			
Happiness	Time	307.244	1.761	174.521	66.823	.0001	.614
	Time x Group	178.978	3.521	50.832	19.463	.0001	.481
	Within-Group Error	193.111	73.941	2.612			
	Group	273.378	2	136.689	3.762	.031	.152
	Between-Group Error	1526.222	42	36.339			

Repeated measures ANOVA showed significant differences in the interaction between time (pre-test, post-test, follow-up) and group (phenomenological self-esteem enhancement, cognitive-behavioral self-esteem enhancement, and control) in affective capital ( $F = 23.227$ ,  $p < .001$ ), positive affect ( $F = 12.664$ ,  $p < .001$ ), feeling of energy ( $F = 9.507$ ,  $p < .001$ ), and happiness ( $F = 19.463$ ,  $p < .001$ ), indicating that at least two of the three groups had significant differences in affective capital and its components. Additionally, the Bonferroni post hoc test for pairwise comparisons showed significant differences between the two educational groups and the control group in the post-test and follow-up stages ( $p < .05$ ), but no significant differences between the two educational groups ( $p > .05$ ).

#### 4. Discussion and Conclusion

The study aimed to compare the effectiveness of phenomenology-based self-esteem enhancement training and cognitive-behavioral self-esteem enhancement training on affective capital in female high school students. The results indicated the effectiveness of both trainings and no significant difference between them. There is no similar research on the effectiveness of phenomenology-based self-

esteem enhancement training on affective capital due to the novelty of this educational package, but the results of the present study align with those of other studies showing the effectiveness of educational packages on enhancing affective capital (Esteki Azad et al., 2022; Golparvar & Akbari, 2019; Golparvar & Tabatabaie Nejad, 2021; Hatami & Tabatabaieinejad, 2023).

In explaining the effectiveness of phenomenology-based self-esteem enhancement training on affective capital, it can be said that this package is valuable because it is based on the lived experiences of adolescent students, focusing on their real experiences, needs, and issues. This package, through self-awareness, self-confidence, and problem-solving skills training, helps students effectively cope with stressful situations in life and study, choosing appropriate coping strategies that enhance their inner energy for various life stages. By learning emotional discharge and relaxation techniques, students learn to eliminate negative emotions and replace them with positive ones. Additionally, through effective self-talk training, students can eliminate negative self-talk and replace it with positive beliefs and self-talk, increasing their inner happiness and vitality. With these and other trainings such as spirituality therapy and effective communication, students' abilities and skills increase, preparing them to effectively face stressful and difficult life

and study conditions, which reflects an increase in their affective capital.

In explaining the effectiveness of cognitive-behavioral self-esteem enhancement training on affective capital, it can be said that cognitive-behavioral training focuses on the process of recognizing and changing negative thoughts and maladaptive belief systems. This allows individuals to identify and correct their distorted beliefs (Houghton et al., 2018). By training individuals to identify automatic negative thoughts, recognize fundamental thinking errors, and challenge them by rewriting thoughts in a more balanced and alternative way, thoughts become hypotheses for testing (Begum et al., 2023), and cognitive distortions are examined to create more positive feelings, behaviors, and thoughts (Corey, 2012).

Thus, recognizing dysfunctional and distorted thoughts and beliefs, cognitive restructuring, and replacing them with adaptive emotions, positive beliefs, and effective behaviors, creating inner vitality and enthusiasm, helps students increase their skills and abilities in communication and problem-solving, thereby enhancing their affective capital. Additionally, cognitive-behavioral training includes emotion regulation, stress control, communication, emotion control, self-control, value structure, and self-efficacy (Begum et al., 2023). By freeing students from mental rumination and automatic negative thoughts about themselves and replacing them with positive beliefs and self-efficacy indicators, it creates positive emotions and increases their energy and happiness levels.

Given the results of the present study, it is recommended that child and adolescent psychologists and counselors use these trainings to increase the affective capital of adolescent girls. The most significant limitation of the present study is its execution on female high school students; thus, it is recommended that similar research be conducted on boys and other age groups.

The most significant limitation of the present study was its execution on female high school students, which may limit the generalizability of the findings to other populations. Additionally, the relatively small sample size and the short follow-up period might have affected the robustness and sustainability of the observed effects. The reliance on self-reported measures may also introduce biases, such as social desirability and recall biases, which could influence the accuracy of the data. Furthermore, the study did not control for potential confounding variables, such as socioeconomic status or previous mental health interventions, which might have impacted the outcomes.

Future research should aim to replicate this study with larger and more diverse samples, including male students and different age groups, to enhance the generalizability of the findings. Longitudinal studies with extended follow-up periods are recommended to assess the long-term effects of phenomenology-based and cognitive-behavioral self-esteem enhancement programs. Additionally, incorporating objective measures, such as physiological assessments or third-party observations, could complement self-reported data and provide a more comprehensive understanding of the interventions' impacts. Further exploration of the underlying mechanisms through which these interventions affect affective capital would also be beneficial, potentially through mixed-methods approaches that include qualitative data.

Based on the study's findings, child and adolescent psychologists and counselors are encouraged to incorporate phenomenology-based and cognitive-behavioral self-esteem enhancement programs into their practice to improve the affective capital of adolescent girls. Schools and educational policymakers should consider integrating these interventions into the school curriculum to support students' emotional and psychological well-being. Training programs for educators and school counselors on these techniques can enhance their effectiveness in fostering a supportive environment for students. Additionally, community and family-based initiatives that reinforce these skills at home could further amplify the positive outcomes observed in educational settings.

### Authors' Contributions

All authors significantly contributed to this study.

### Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

### Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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### Declaration of Interest

The authors report no conflict of interest.

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## Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants. This article is part of the Ph.D. dissertation of Parasto Parvizi in the field of Educational Psychology under the supervision of Dr. Mohsen Golparvar, with the ethical code (IR.IAU.KHUISF.REC.1402.024) from the Ethics Committee of Scientific Research at the Islamic Azad University, Khorasgan Branch. We thank all those who assisted us in conducting this research.

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