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### The Effect of Relationship Enhancement Program and Self-Efficacy in Female Students

Hoda Zareian, Mahmoud Sabahizadeh\*

Department of Educational Psychology, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran.

#### A B S T R A C T

Self-efficacy is an important indicator Psychology that can be effective in improving quality of life. In Iranian society girls are very impressed with their parents and social conditions. According to this study was to evaluate the effect of Relationship Enhancement Program and Self-efficacy in female students in Iran. Research population was all high school female students in Iran in 2015-2016. The Method of sampling is simple random sampling. After the performing pretest, students who had low Self-efficacy were assigned randomly divided into two groups. The control group did not receive training but the experimental group was training with REP. Results of this study showed that improving relationship program is effective on self-efficacy of students.

**Keywords:** Relationship Enhancement Program, Self-Efficacy, Talent.

#### INTRODUCTION

Teenage is a period of complex human growth ranging from 13 to 18 years old. In fact, like infancy, Teenage significant changes in the person Teenage encountered with major transformations and should be consistent new roles in the social environment<sup>1</sup>. Experience teenagers may be associated with stress. At this age, teens attached to their experience and may experience conflicts and frustrations that instead of the normal response to growing Teenage are not indicative of mental disorders<sup>2</sup>.

Among people about their beliefs, self-efficacy is all the more important and more prominent. Self-efficacy is one of the most important components of success and adjustment that it's in positive psychology<sup>3</sup>. Self-Efficacy is the factors that can positive or negative impacts on health. Self-efficacy is main structure of Social cognitive theory Bandura's.

Specifically to ensure academic self-efficacy in performing academic tasks such as reading books, ask a question in class, and preparing for exams<sup>4</sup>.

\*. Corresponding Author: mahmoudsabahi@yahoo.com

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According to social cognitive theory, self-efficacy is determining in thoughts, feelings and behavior in stress situations described<sup>5</sup>. People who have high self-efficacy attributed their failure to make an effort not to low ability in against people who have low self-efficacy of their failure attributed to low ability<sup>2</sup>. Cognitive theory assumes that there is a strong negative association between self-efficacy and anxiety and experimental findings also support it<sup>6</sup>.

School is a place where students have many years of your life, and they encounter with challenges and stressful that should be reasonably quiet and smart, and without surrender. According to this study was to evaluate the effect of Relationship Enhancement Program and Self-efficacy in female students in Iran.

## **METHODOLOGY**

This study is quasi-experimental type. The research design was pretest - posttest with control group. The independent variable is training relationship enhancement program and the dependent variable is resilience.

The population of this study included all female high school students in 2014-2015. There are two groups in this study. Both groups were examined same time before to perform the independent variables. Subjects were randomly selected and were assigned within groups. The experimental group was exposed to the independent variable but this was not done for the control group.

The Method of sampling, is simple random sampling. After the performing pretest, students who had low resiliency were assigned randomly divided into two groups. The control group did not receive training but the experimental group was training with REP. Data collected by questionnaire.

REP description:

Initial session: Meet with clients and initial interview, the introduction of a treatment plan, principles and its purpose, performing pre-test and personal interview.

First session: Introduction to members of groups, familiarity with the team members, Group expectations, and rules, starting articulation skills training.

Session II: Complete the articulation skills training

Third session: empathic skills training

Fourth session: education dialogue and discussion, a friendly environment in conversation

Fifth Session: training Change your skills and help changes other people (expression)

Sixth Session: continuing education of assertiveness and assertiveness

Seventh session: training problem-solving skills

Eighth Session: Analysis of meetings, reviewing skills learned, answer questions and perform post-test participants

For ethical consideration, REP performs in control group end of study.

**General Self-Efficacy Scale:** Sherer et al.<sup>4</sup> have made General Self-Efficacy Scale with 27 questions are five options. Cronbach's alpha reliability coefficient reported that Sherer et al.<sup>4</sup> for general self-efficacy on a scale of 3.86. The study criteria validity internal consistency of this scale by scale source Rotter<sup>7</sup> was calculated. Partial correlation scale efficacy and seat harness the intrinsic Rutter ( $r=3.93$  that is anchored in the calculation of academic achievement) and Pearson's correlation between the scales on the surface is  $r=3.92$  ( $3.32 < p$ ) are significant.

In this study for the analyses the effectiveness of REP and self-efficacy was used index descriptive statistics (mean, variance, standard deviation) and inferential statistics (analysis of covariance).

**RESULTS**

According to Table 1, mean and standard deviation of academic self-efficacy in pre-test in the control group, respectively (41.60 and 3.48) and experimental group (42.43 and 3.78), at post-test in the group control (42.46 and 3.45) and experimental group (53.93 and 6.25) and the difference (post-test and pre-test) in the control group (1.06 and 2.31) and experimental group (11.46 and 4.76) is.

**Table 1.** Descriptive indicators of academic self-efficacy score, the pre-, post- and difference (pretest-posttest)

		<b>NO</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>S.D</b>
<b>pretest</b>	Control	15	37	50	41.60	3.48
	Case	15	35	49	42.43	3.78
<b>posttest</b>	Control	15	39	49	42.46	3.45
	Case	15	43	63	53.93	6.25
<b>difference (pretest-posttest)</b>	Control	10	2-	5	1.06	2.31
	Case	10	3	21	11.46	4.76

**Table 2.** Results of variance Levene test on the presumed equality and the scale of its academic self-efficacy variables between the two groups

Variables	F	DF1	DF	Sig
<b>Aptitude</b>	1.686	1	28	0.205
<b>context</b>	0.784	1	28	0.383
<b>Effort</b>	0.488	1	28	0.491
<b>Self-Efficacy</b>	0.267	1	28	0.609

According to Table 2, Levene's test results show that the scale of its academic self-efficacy variable, in the control group in the pre-test and variance are equal ( $p \geq 0.05$ ).

**Table 3.** Results of t-test for difference (pre-test) Average score efficacy experimental and control groups

Variable	Group	Mean	SD	DF	t	P
<b>Self-efficacy</b>	Control	1.06	2.31	28	7.606	0.0001
	Case	11.46	4.76			

According to Table 3, the difference (pretest-posttest) Average experimental group and the control group in terms of academic self-efficacy is a significant difference. ( $p = 0.0001$  and  $t = 7.606$ ). In other words REP difference according to academic self-efficacy (11.46) in experimental group compared to the average difference (1.06) in the control group, the experimental group had an increase in self-efficacy. The second hypothesis is approved.

**Table 4.** Results of analysis of covariance difference scores (pre-test - post-test) self-efficacy components of experimental and control groups

variable	mean difference of the control group	mean difference of the experimental group	sum of squares	DF	Mean of squares	F	P
<b>Aptitude</b>	0.13-	4	128.13	1	3.128	42.84	0.0001
<b>context</b>	0.10	4.46	149.633	1	149.633	38.181	0.0001
<b>Effort</b>	1.20	3	24.39	1	24.30	6.27	0.018

Table 4 shows there is a significant difference between the experimental and control groups in terms of Aptitude in students ( $F = 42.84$  and  $p = 0.0001$ ).

## CONCLUSION

The aim of this study was to determine the effect of improving REP to increase self-efficacy in teenage. This treatment helps teenage to recognize their individual needs and feelings and express them effectively. Also understand each other psychological and emotional needs. This skill cause trust, and respect in relations between people. Self-efficacy helps to people who create a positive climate at the time of difficult discussed. They also learned skills that they can earn to their lives and maintain their skills effectively in their lives and if REP skills aren't training self-efficacy is decrease.

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