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Effectiveness of the Storytelling-based Academic Optimism Training on the Academic Optimism and Adjustment

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This study aimed to investigate the effectiveness of scientific optimism based on storytelling on the components of optimism and academic adjustment of 12-14-year-old students. In this experimental study (pre-test, post-test with the control group), the statistical population consisted of all the 12-14-year-old male students in Songhor City in the summer of 2023. A total of 40 students were selected through a multi-stage cluster sampling and randomly divided into control (n=20) and experimental (n=20) groups. Data were collected through the Bell Adjustment Questionnaire (1961). For the implementation of the training, 8 group sessions (two sessions of 50 minutes per week) were conducted in the experimental group using the cooperative learning method and, in the control, group using the traditional teaching method. SPSS 24 software and multivariate analysis were used for data analysis. The results showed that after controlling for pre-test scores, there was a significant difference between the post-test scores of the experimental groups. The results of the covariance showed that after controlling for the pre-test scores, there was a significant difference between post-test scores of experimental ($p \leq 0.0001$) and control groups ($p \leq 0.0001$): Academic12.1...10 op0timism training by storytelling method was

effective in academic adjustment of students ($p \leq .0001$) also teaching academic optimism by storytelling method according to the adaptation preconceptions. The results of the present study showed that with teaching optimism. Teaching by storytelling method can improve students' academic compatibility.

Keywords: academic optimism, academic adjustment, storytelling.

Optimism is a positive attitude toward a generalized expectation of the world around it, which tries to make the world better represented even when faced with problems. Optimists, with a relatively stable personality trait and good nature, try to see the positive parts and aspects of the case and hope that the world will move toward good and good. Psychologists consider optimism to be a childhood habit shaped by the role of parents in human beings since optimism is an integral part of life. In all its dimensions, it is not possible to see it. It is divided into several branches, one of which is academic optimism, which is a hidden construct consisting of three closely related concepts of self-efficacy or feeling of efficacy and an emphasis on the knowledge of the teacher or student on creating a positive and challenging environment (Brad et al., 2010). These three factors are closely intertwined and reinforce each other (Huey et al., 2008), and adolescents can improve their academic performance and learning through exposure to academic optimism because they only emphasize positive traits, classes, centers, and groups (Pajars, 2010). In fact, adolescents learn to be engaged, energetic, resilient, and conscientious in pursuing progress and learning. They do this by cooperating and engaging and communicating, not by the pressure and punishment of parents, educators and teachers, which leads to self-efficacy and success of the teachers themselves. It has cognitive, emotional, and

behavioral aspects. A sense of efficacy is a personal belief that is cognitive. A student's trust in parents and teachers and vice versa is an emotional response. The teacher's academic emphasis is to pay attention to specific behaviors in calves, which are behaviors. Therefore, academic optimism paints a picture of human agency that explains the behavior of the teacher "coach" and the students from behavioral, emotional, and cognitive angles (Memari, 2015).

Since storytelling is one of the important tools of behavior modification and the value of story and story is so much that in the storytelling process, everyday life events are presented as meaningful stories that help clients better understand themselves and others. Changes in the language and literature of their stories lead to a change in the meaning of one's life, and changes in the story of life create new opportunities for behavior and relationships with others (Asgharin Kahe, 2003).

From the perspective of the psychoanalytic school, a story is one of the learning methods through which the individual learns unconsciously. In the process, the person identifies with the story's main character and not only imitates his pattern of behavior but also uses it in real-life situations. According to this school, in the treatment process, after problems have appeared, the authorities will take the authorities' capabilities, competencies, and solutions, and thus, the authorities will dare to change. Bandura, 2012), because by seeing and hearing stories and stories of people who have admirable behaviors and listening to their words and through feedback, they realize the value of their actions and behaviors and seek to increase their adaptability and efficiency; therefore, it can be said that storytelling is a useful and effective tool for the betterment of

behavior, increasing the behavioral treasury and controlling children's emotions among the challenges that students face during their studies and in the educational environment. Their thinking is related to the ability to cope with demands that affect their adaptation (Ziczewski, 2009).

Adaptation means compromise, peaceful coexistence, harmony, and habituation to it, and is the relationship that exists between the individual and his environment, especially the social environment, enabling him to satisfy their satisfaction (Ebadati and Ebadati, 2022). Otherwise, he should be considered unmodified. In fact, environmental adaptation is a skill learned (Zaferani et al., 2019). Some believe that it means mastering the environment and feeling of coping with one's different areas; it is necessary to use it in transitioning to a new environment or situation, adapting to interpersonal relationships, and adapting to educational situations, which is known as academic adjustment (Moradi and Associates, 2014) And since academic adaptation is a multidimensional concept (Jamal, 2012). Sinha and Singh (1993) have also considered three areas, namely: (a) academic adjustment, b) social adjustment, and c) emotional adjustment (Hazan-Liran et al., 2022), which means individuals' ability to respond to the diverse demands of the educational environment successfully and as having positive attitudes toward established academic goals, completing academic conditions, being effective in meeting these conditions, and having a positive attitude towards the educational goals. The educational environment has been defined (Tajjal et al., 2003; cited by Pitus, 2006).

Many theories about optimism and adaptation, including the "Inherent Optimism Theory", expect good things to happen to

them. This view attributes optimistic individuals' mental health, physical health, and psychological adjustment to their coping styles, which are rooted in the traditional theory of expectation of value in terms of motivation (Lee, 2012). The second important theory is the theory of hope. The hope theory highlights the relationship between the three concepts of goal choice, expectations, and Bandura's concept of self-efficacy. Thus, people with valuable goals can find different ways to achieve them, feel confident about their problem-solving abilities, and, as a result, experience high levels of hope (Snyder et al., 2010).

The third most important theory in this field is the theory of perceptual error, which is based on the view that optimists use self-delusion processes to imagine themselves in an increased light.

Zaros et al. (1984) proposed a model for adaptation that is a framework for cognitive evaluation and includes sustained cognitive changes and efforts to manage internal and external demands. They are the ones who point to the mechanisms of formative adaptation and acquired adaptation. In their opinion, they are adaptable.

Formative is a method in which cognitive efforts to cope with environmental demands are used. The truth of adaptation can be seen as a range of relatively effective responses to the problems of daily life (Lee, 2012). Therefore, according to research from Keshvarezi Kondazi et al. (2022).

Academic adjustment of undergraduate students of Farhangian University based on academic optimism and self-efficacy and their findings showed a significant positive relationship between students' academic optimism and perceived

self-efficacy and their academic adjustment. Therefore, the variables of academic optimism and perceived self-efficacy can be considered to increase the level of academic adjustment. Golestani Bakht et al. (2012) examined the relationship between self-compassion and optimism in students. They found that self-compassion, optimism, and social adjustment are positively correlated, and social adjustment also has a mediating role in optimism. Social adjustment can be improved by designing programs to improve optimism and self-compassion. Einaian et al. (2021)

Examining the prediction of academic adjustment based on student coping strategies and academic ethics, they found that coping strategies and academic ethics could predict 42 percent of changes in students' academic adjustment. Coping strategies had a significant positive relationship with students' academic adjustment, and considering all the items in this research, the effect of teaching academic optimism by storytelling method on academic adjustment of high school students and determining the effect of academic adjustment on teaching optimism by storytelling method on academic adjustment of high school students has been discussed.

Method

The study was designed according to its objectives and nature and was quasi-experimental with pre-test and post-test with a control group. Statistical Population, Sample, and Sampling Method: The statistical population included all adolescent students in Songhor city in the summer of 2022-2023, and the available sampling method was used to select the subjects. The training was conducted in 8 group sessions (two sessions of 50

minutes per week), with the only criteria for inclusion being the intention and informed consent to participate in the study. In this way, 40 students and structured clinical interviews were selected and randomly assigned to two experimental and control groups (20 people in each group). The inclusion criteria included the age of 12 to 14 years, residents of Songhor city, desire to participate in the research, and participation in the summer classes of the intellectual development center for children and adolescents of this city.

Instruments

Table 1

Summary of Optimism Training Sessions by Storytelling Method

	Training sessions
The presence of the members in the storytelling session and holding an introduction at the beginning of the professor and then the students, providing general explanations (the number of sessions, the time of each session, the rules of the class, the general process of the class, etc.)	First Session
Objective: To get acquainted with the general concept of good and evil, the characteristics of good and bad people	
Story Publishers: Hansel & Gretel, Bellevue Wallibit, Tickling Pumpkin	Second Session
Making firm decisions, choosing the right path, having self-confidence, not trusting anyone, etc.	

Goal: A boisterous life	
Nell and Grandpa Yogi and friends	Third Session
Goal: trying to achieve dreams	
Niko and Niko match seller girl	Fourth Session
Goal: Self-improvement	
Hina is a girl on the farm	Fifth Session
The goal of achieving the beliefs and convictions of the heart	
Books about Islam and its supreme values	Session 6
Goal: To be healthy and fit	
Sportsbooks	Seventh Session
Goal: God is with us	
Religious Books and Stories of the Prophets' Lives	Session 8

In this research, the answers were yes or no to collect data from the Bell Adaptation Questionnaire 1991 developed by Bell and examined the types of adaptations (social, home history, education, etc.). Based on the normalized table, the choice was assigned zero or one. The validity of this questionnaire in the test guide ranged from .70 to .93, and its internal consistency coefficient from .74 to .93, confirming its reporting and operating structure. In Iran, this questionnaire was standardized, and its validity for subscales was calculated using Cronbach's alpha .91, .88, .91, and .85 by Zarei Mosavieh in 2015, and its

reliability on secondary school students was reported to be .80 to .93.

The academic adjustment questionnaire was used to measure academic participation based on a 5-point Likert scale from opposite to agree fully, and the amount of KMO was used to assess the adequacy and sufficiency of the sample was .57, which showed that the present sample has good adequacy and sufficiency for analysis.

Bell Adjustment Inventory (BAI)

This inventory was developed by Bell in 1961. We were assured that the research assumptions were fulfilled before analyzing the research hypotheses using the univariate covariance analysis method. Kolmogorov-Smirnov test was used to test the normality of the research variables, and Levin's test was used to measure the homogeneity of the dependent variable variances between the control and experimental groups. Since the assumptions related to covariance analysis were fulfilled, the univariate covariance analysis test was used to evaluate the effectiveness of the intervention method.

Results

Table 2

Descriptive Indicators of Scores in the Center for Intellectual Development of Children and Adolescents Variable Connection in the Control and Experimental Groups in pre-test and post-test phases

Variable	Group	Stage	N	Mean	SD	
Academic adjustment	Control Group	Pre-test	20	51.60	5.89	
		Post-test	20	53.11	5.86	
Academic optimism		Pre-test	20	44.40	4.00	
Post-test		20	45.55	4.43		
Academic adjustment	Storytelling-based academic optimism training	Pre-test	20	6.45	43.48	
		Post-test	20	11.23	53.86	
Academic optimism		Pre-test	20	7.89	46.60	
Post-test		20	10.23	67.85		

The mean (and standard deviation) of academic adjustment of the experimental group in the pre-test stage was 43.48 (6.45), which increased to 53.86 (11.23) in the post-test. However, no significant changes were observed in the control group. Also, the mean (and standard deviation) of academic optimism of the

experimental group in the pre-test stage was 46.60 (7.89), which increased to 67.85 (10.23) in the post-test stage.

The multivariate covariance analysis (MANCOVA) was used to see whether the difference in the mean scores of the variables in the pre-test and post-test stages between the experimental and control groups was significant.

Table 3

Multivariate Covariance Analysis to Examine the Combined Effect of the Studied Variables

Test	Value	df.df		F	sig	eta
		Group	Error			
Wilks Lambda	.143	2	25	73.91	.001	.85

Table 2 shows that the calculated F is significant, and the effect size is 0.85, which is a very good effect. Therefore, storytelling-based academic optimism training has significantly affected the combined variable of academic optimism and academic adjustment.

Table 4

Univariate Covariance Analysis in MANCOVA Text for the Studied Variables

Sources	Variable	ss	d.f	Ms	F	Sig	eta
Group effect	Academic optimism	1426.97	1	1426.97	53.61	.001	
	Academic	6486.46	1	3484.46	98.55	.001	

adjustment				
Error	Academic optimism	680.32	26	25.31
	Academic adjustment	1694.78	26	64.32
Total	Academic optimism	160823	30	
	Academic adjustment	979053	30	

Table 4 shows that the calculated univariate covariance analysis is significant for both academic optimism and adjustment. Therefore, storytelling-based academic optimism training has been effective in increasing academic optimism and academic adjustment, but considering the effect size, this training has been more effective for the academic adjustment variable.

Table 5
Calculation of the Average in Three Times

Number	Follow-up test		After the test		Pre-test		group
	S. D.	Mean	S. D.	Mean	S. D.	Mean	
20	3.3	24.70	3.4	25.20	5.2	20.53	experiment
20	3.7	20.41	3.6	20.94	3.4	20.87	Control

different from the control group. Table 5 compares the averages and standard deviations. It shows two control and experimental groups.

Discussion

This study investigated the effectiveness of story-based academic optimism training on academic adjustment for 12-14-year-old male learners in Songhor City. The results of the research on the promotion of motivation resulting from the implementation of academic optimism training based on storytelling show that this method has improved students' academic optimism, which helped them improve academic adjustment (elimination of learning disorders and disabilities& ...). The univariate analysis of covariance results also indicated that educational optimism training based on storytelling was a very effective and useful option for the academic adjustment variable.

It can be argued that, under the influence of many negative thoughts, adolescents pay more attention to their shortcomings than their positive abilities. These negative thoughts will have a negative impact on their morale, motivation, and other important aspects of their lives. It is, therefore, necessary to change their outlook on life in a positive direction and reduce the burden of their problems by designing and implementing appropriate educational programs. Stackert & Bursik's (2003) studies have also shown that ineffective and distorted knowledge of oneself and the surrounding world causes confusion and leads to a lack of adjustment and the rise of psychological problems. Aunola et al.'s (2000) study showed that low self-efficacy leads to insufficient adjustment in school and causes internal and external behavioral problems. Optimism training by storytelling increases cognitive, behavioral, emotional, and motivational skills, and improving these skills helps students become capable in the various aspects mentioned. This improvement can help

them achieve academic achievement and adjust to social relations and communication with peers, teachers, and parents. It can also help them develop a positive view towards life and education and turn them into an active and useful force for themselves and society.

Some of the limitations of the research include the physical limitation of the environment (limited to the Center for Intellectual Development of Saqqez city), time limitation, and the possibility of holding sessions limited to 8 sessions, changing the thinking of adolescents during the sessions to attend the sessions, and the formation of doubts in the students and their parents that the effectiveness of educational optimism training based on storytelling on the optimism and academic compatibility of the examiner will prevent some of them from participating in The most important factor was that these meetings were not held in schools.

Suggestions: Since the participants participated in the training sessions with great enthusiasm for the effectiveness of academic optimism and wanted to continue such training, and considering the importance of this principle in education, it is suggested that the teaching of such skills should be considered as an extracurricular in schools and that counselors, teachers, and administrators should teach students such skills in the real world and prepare them to enter the to prepare a real, complex and heterogeneous social world.

Therefore, it can be concluded that academic adjustment is a multidimensional concept referring to individuals' ability to respond successfully to diverse and different educational environment demands. It is defined as developing positive attitudes toward the determined educational goals, completing

academic requirements, the effectiveness of efforts to meet these conditions, as well as a positive attitude towards the educational environment. On the other hand, academic optimism consists of the three components of students' academic emphasis, trust in teachers, and sense of identity towards the school. It is a positive belief in students in the sense that they can provide a basis for their achievement and adjustment to school and academic affairs by emphasizing their learning, trusting their teachers, and developing a sense of identity toward the school.

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