

## ***The effect of Cognitive-behavioral Group Therapy on Achievement Motivation and Academic Failure students among students of university of medical sciences***

**Iman Seyyedmoharrami<sup>1</sup>, Malihe pashib<sup>\*2</sup>, Maryam Tatari<sup>3</sup>, Somaye Mohammadi<sup>1</sup>**

1- MSc of Consultation. Torbat Heydariyeh University of Medical Sciences, Torbat Heydariyeh, Iran

2- MSc of Clinical Psychology Torbat Heydariyeh University of Medical Sciences, Torbat Heydariyeh, Iran

3- MSc of biostatistics. Torbat Heydariyeh University of Medical Sciences, Torbat Heydariyeh, Iran

**\*Corresponding Address: Torbat Heydariyeh University of Medical Sciences, Razi St, North Ferdowsi Av., Torbat Heydariyeh, Khorasan razavi, Iran.**

**Email Address: pashibm1@thums.ac.ir**

### ***Abstract***

**Background & Aim:** Increasing the quality of the educational system as the most influential factor in the development of countries. Achievement motivation and academic failure is one of the most important problems of the educational system in all countries. This study performed to investigate the effect of cognitive behavioral group therapy on achievement motivation and academic failure.

**Methods:** This quasi-experimental study on 24 students who have academic failure in students of Torbat Heydariyeh University of Medical Sciences had been done in 2015. At the beginning of the study achievement motivation questionnaire was completed by the intervention group and the control group. The intervention group participated in 8 sessions of cognitive behavioral therapy group and the control group received no intervention. After the end of the last session of group therapy, two questionnaires were completed by both groups again. Data analyzed using descriptive statistics, independent and paired t-test, Mann-Whitney and Wilcoxon tests SPSS software version 20.

**Results:** The mean and standard deviation of participants' age in control group was 19/33±0/61 and in experimental group was 19/92±1/07. There was no significant difference in achievement motivation control group and experimental group before and after intervention ( $p>0.05$ ). But there was a significant difference in academic failure students of experimental group before and after intervention ( $p<0/05$ ).

**Conclusion:** The results showed that the clinical effectiveness of cognitive-behavioral group therapy on students' academic failure, so that this treatment is probably effective to improve students' academic achievement.

**Keywords:** cognitive-behavioral group therapy, achievement motivation, academic failure, Stressor