



The Effectiveness of School-Oriented Behavioral Intervention Programs (Psychosocial Training) on Students' Behavioral Problems

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ABSTRACT

Behavioral problems lead to various personal and social problems. Children diagnosed with these problems cause various issues for their families, schools and societies. This research was carried out to study the effectiveness of school-oriented behavioral programs (psychosocial training) on students' behavioral problems. This research is a field study. The statistical population for this research included all 800 students of non-government elementary schools in Ardabil County during 2012-2013 school year. Convenience sampling was used as sampling method. The sample size was 60 and they were divided into 2 groups (training 30 individuals and control 30 individuals). The students were asked to fill out children behavioral problems questionnaire, pretest-posttest Coppersmith self-esteem questionnaire. The data was analyzed via SPSS software and MANOVA. Research findings suggest that school-oriented behavioral intervention programs (psychological training) had a significant effect on increasing students' self-esteem and decreasing behavioral problems. ($p < 0.01$) Hence, it could be claimed that school-oriented behavioral intervention programs (psychological training) has a significant role in increasing students' self-esteem and decreasing their behavioral problems and this intervention should be included in schools' extra-curricular classes.

Keyword:

school-oriented behavioral intervention (psychological training), self-esteem, behavioral problems

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