

Effectiveness of Martin's Cognitive Behavioral Intervention on Educational Motivation and Psychological Well-being of Gifted High School Students

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Abstract:

Introduction: The irreplaceable role of education in all aspects of development requires paying attention to all students including gifted children in all educational and behavioral fields, etc. Accordingly, the present study was conducted to investigate the effectiveness of Martin's behavioral methodology on the psychological well-being and academic motivation of gifted male high school students.

Methods: The present study used a quasi-experimental with a pre-test-post-test design and a control group. The statistical population of the present study included gifted male high school students in Isfahan in the academic year 2010-2011. The purposive sampling and random assignment methods were used in this study. Thus, 30 students were selected by purposive sampling method from gifted high school students in Isfahan and they were randomly assigned to experimental and control groups. The experimental group received educational intervention in 13 sessions of 75 minutes over two months. The questionnaires were Pekran's (1989) Psychological Welfare Questionnaire and Walrand et al. (1992) Academic Motivation Questionnaire. The data were analyzed by multivariate analysis of covariance (MANCOVA) using SPSS/24 software.

Results: The results showed that Martin's methodological-behavioral method is effective on the components of psychological well-being ($F=7.48$, $P<0.003$) and external academic motivation ($F=14.78$, $P<0.001$) and internal academic motivation ($F=12.39$, $P<0.001$). This method can be used to increase psychological well-being and academic motivation.

Conclusion: Considering the cognitive effectiveness of Martin's behavior on increasing psychological well-being as well as increasing external and internal motivation, it is recommended that this method be used in the educational system to increase students' psychological well-being and academic motivation.

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Introduction:

Gifted students are the students with high IQ, most of them having special abilities and potentials. They have higher cognitive and intellectual abilities, also their creativity and motivation are higher than their peers. Focusing on potential abilities of students and their function, recognizing their abilities and feed back to them can improve their life in most of the aspects including: educational, job and social situations. Different models focus on people's function. Ryff's model is one of the most important models that attend psychological well-being of people. Ryff believes that his model of psychological well-being is an attempt for fulfilling an individuals' potential abilities (2). By psychological well-being we mean human's good function. (3) People with high psychological well-being can experience positive emotions, as a result they have a good assessment of themselves. Whereas people with low psychological well-being experience negative emotions and as a result they have a negative assessment of themselves such as depression or anger. In addition gifted students sometimes must do complicated psychological homework and they experience more educational pressure and even presence in a more competitive context. It can cause some specific psychological problems in students (4). One of the most common psychological states that is effective on education is motivation. Motivation has a mutual relation with learning and function, it means that motivation affects function and learning, on the other side students' learning and function will be effective on their motivation.

Accordingly, we need some approaches for improving and increasing motivation among the students. One of the aspects of motivation is educational motivation. Educational motivation is a variable that is used for assessing the quality and function of student's education (5). Deci and Ryan define motivation as the learner's desire for performing and finishing a task. Different and numerous theories are developed during recent years. One of the most common and famous of these theories is the self-determination theory (6) of Deci and Ryan. This theory is an approach in relation to human's motivation, psychological development and mental health that incorporates the traditional experimental methods with organic theories about work and in this way emphasizes the importance of internal evolutionary resources in evolution of personality and behavioral self-determination.

Therefore, substantial psychological needs and different kinds of intrinsic and extrinsic motivation which are the basis of spontaneity and integrity are the domain of researches in this theory. In

addition, this theory not only focuses on people's inclination to- intrinsic evolution, but also focuses on the elimination of social obstacles of these inclinations. This theory differs between the causes and goals that can lead to the fulfillment of a task. The most obvious difference is the one between intrinsic and extrinsic motivation. In addition to these two, demotivation is also important. In the cognitive approach, intrinsic motivation is more important than extrinsic motivation. Extrinsic motivation is an outcome of the reward received whereas, the source of reward in intrinsic motivation is hidden in the task that is done. In other words, extrinsic motivation is a motivation aroused by some external factors like punishment or encouragement whereas intrinsic motivation depends on the task done such as the individual's eagerness for doing a task. In other words, intrinsic motivation develops the process of learning as a natural and self-motivated process along with enjoyment, challenge, creativity, and novelty. Extrinsic motivation is an outcome of reward or encouragement. In extrinsic motivation, people perform a task not for experiencing an innate enjoyment, instead they perform a task for external outcomes such as a high score, a reward or avoiding an unpleasant stimulant and overcoming an external pressure.

Because of the important role of psychological well-being in the process of education and learning of students, focus on the importance of interventional educational motivation is emphasized by experts for increasing the educational motivation. Numerous studies show that some of the skills such as the ability of recognizing the beliefs and emotions, the ability of enduring or changing the unpleasant feelings and increasing positive feelings can cause educational success and self-adjusting. Other researches also show that psychological interventions can increase educational motivation. Cognitive behavioral therapy is one of the biggest achievements of psychology in the last 50 years. This approach has been so effective that we can describe it as a cognitive revolution. Cognitive behavioral therapy is a kind of therapy that is focused on the effect of the individual's beliefs, thoughts and attitudes on his or her feelings and behaviors. Group behavioral cognitive therapy provides an integrated framework understanding, assessing and intervening in a behavior.

One of the methods of intervention that is suggested by psychologists is the cognitive behavior approach of Martin. Although there aren't enough studies about the effect of this method on psychological well-being and the researches similar to Martin's method, emphasize on the improvement of psychological well-being, but Martin improved the multilateral behavioral cognitive plan in order to increase educational desire of students and had named this plan as (the motivation and desire cycle)). In this way he invented a framework for introducing the basic theory of motivation and educational desire. This plan contains integrated studies about motivation and educational desire. Considering the articles about motivational orientations, Martin suggested some approaches for learning cognitive and behavioral dimensions and the difference between the levels of adjustment or maladjustment. Educational motivation can be determined in these 4 levels: a) the dimensions of cognitive adjustment contain subgroups of self-esteem, assessment, and dominance goals. b) the dimensions of behavioral adjustment contain subgroups such as planning, task management and persistence. C) the dimensions of cognitive

maladjustment contain subgroups such as avoidance of failure, uncertain management, and anxiety. d) the dimensions of behavioral maladjustment contain subgroups of self-inefficiency and not being involved. In the research that is done by Memarian et al (1394) about the effectiveness multidimensional behavioral cognitive interventions of Martin on extrinsic and intrinsic educational motivation of Isfahan's high school students is confirmed. Also, in the research that is done by Hadad Ranjbar et al (1397) it is confirmed that education based on behavioral cognitive approach can increase positive educational emotions and decrease negative education or emotions in college students. Studies about the subject of this study is not enough and most of the studies which are done in this field are of correlative type with one variable. The lack of psychological well-being variable is obviously seen in these researches. Therefore, the main subject of the present study is that whether Martin's behavioral psychological method is effective on psychological well-being and educational motivation of gifted students or not? One of the methods of intervention that is suggested by psychologists is the cognitive behavior approach of Martin. Although there isn't enough studies about the effect of this method on psychological well-being and the researches similar to Martin's method emphasize on the improvement of psychological well-being, but Martin improved the multilateral behavioral cognitive plan in order to increase educational desire of students and had named this plan as (the motivation and desire cycle). In this way he invented a framework for introducing the basic theory of motivation and educational desire. This plan contains integrated studies about motivation and educational desire. Considering the articles about motivational orientations, Martin suggested some approaches for learning cognitive and behavioral dimensions and the difference between the levels of adjustment or maladjustment. Educational motivation can be determined in these 4 levels: a) the dimensions of cognitive adjustment contain subgroups of self-esteem, assessment, and dominance goals. b) the dimensions of behavioral adjustment contain subgroups such as planning, task management and persistence. c) the dimensions of cognitive maladjustment contain subgroups such as avoidance of failure, uncertain management, and anxiety. d) the dimensions of behavioral maladjustment contain subgroups of self-inefficiency and not being involved. In the research that is done by Memarian et al (1394) about the effectiveness multidimensional behavioral cognitive interventions of Martin on extrinsic and intrinsic educational motivation of Isfahan's high school students is confirmed. Also, in the research that is done by Hadad Ranjbar et al (1397) it is confirmed that education based on behavioral cognitive approach can increase positive educational emotions and decrease negative education or emotions in college students. Studies about the subject of this study is not enough and most of the studies which are done in this field are of correlative type with one variable. The lack of psychological well-being variable is obviously seen in these researches. Therefore, the main subject of the present study is that whether Martin's behavioral psychological method is effective on psychological well-being and educational motivation of gifted students or not?

Method:

The method of research is semi experimental with the schema of pretest- protest with control group. The independent variable is Martin's cognitive behavior method and the dependent variables are psychological wellbeing and educational wellbeing of gifted students studying in high school. This statistical universe of the present research contains all of the 2029 gifted students studying in high schools of Isfahan in the educational year 1398 - 99.30 of the students chosen using the purposeful sampling method and random assignment. Thus 30 of gifted made students were chosen randomly and where divided to control and experiment groups randomly. The Criterion for entering to this study contains: a score which is lower than the mean score in educational motivation and wellbeing questionnaire, studying in special schools for gifted students, physical health, good disciplinary functions and desire for participating in the study. The criterion for omitting from the study contains: being absent in 2 sessions of teaching and not cooperating, not doing homework assigned in the class and occurrence of an unpredicted problem. Each of the control and experiment groups contain 15 students. Psychological well-being and educational motivation questioner were given to students and after answering the questions(pretest) the next step was performing Martin's behavioral cognitive method (table 1)for the students of experiment group. There wasn't any teaching for the control group. After that, the questionnaires of psychological well-being and educational motivation were given to students again (protest). For collecting data, we have used the following methods:

Psychological well-being questionnaire: This scale was used in in 1989 by Ryff and contains autonomy, dominance on the environment, personal development, having positive relation with other people, being purposeful in life and self -acceptance. The total score of these different dimensions is the score of psychological well-being. This test is answered in a grade continuum from complete disagreement to complete agreement. 44 questions were scored directly and 40 questions were scored reversely. In their research Sefidi and Farzad reported that Cronbach's alpha for the complete scale of Ryff's psychological well-being was (73%), for factors of self- acceptance (67%), purposefulness in life (72%), personal development (75%), dominance on the environment (80%), autonomy (86%), and positive relation with other people (91%). According to Hong's (2009) report the internal homogeneity coefficient was below the short form and internal homogeneity coefficient of the whole test was about 89%. In this research the ratios of 79%, 80/ 79.0/0, 77%, 76%, 84%, are obtained with the use of Cronbach's alpha for the dimensions of psychological well-being and the ratio of 80% is obtained for the total scale.

Educational motivation questionnaire: In this research we have used academic motivations scale (AMS) questionnaire. This questionnaire was designed by Wallerand et al based on the self-determination theory of Deci and Ryan, and it consists of 28 questions. Academic motivations scale assesses 7 structures of motivation .Intrinsic motivation with 3 levels :intrinsic motivation for understanding ,intrinsic motivation for performing a task ,intrinsic motivation for experiencing

a stimulation .Extrinsic motivation with 3 levels :extrinsic motivation for injective management, extrinsic motivation for replicated management, extrinsic motivation for external management .Finally the structure of demotivation ,the questions of the questionnaire are from closed-ended type which has seven choices and scored according to Likert scale (7=complete agreement, 1=complete mal-agreement).The general question which is asked in this questionnaire is ((why do you go to school?)) and there are 28 answers for this question .In 1992 this scale was reported by Wallerand et al for ratios of Cronbach's alpha that subscales were between 83% to 87% ,and all of the process of quantitative and qualitative levels are performed to confirm the psychometrics of the questionnaire. The reliability of the questionnaire was confirmed by retesting method up to 88% and 73% by split half method. In Cavosian et al research, the reliability coefficient was assessed 83% for internal consistency ,79% for external consistency, and 70% for demotivation. In this research Cronbach's alpha is used for assessing reliability coefficient. The results were :81/85 for intrinsic motivation ,0/0 for extrinsic motivation and 76% for demotivation.

After the principal's agreement for doing the research and choosing the participants they were assigned to control group and experiment group. First of all, the pretest is performed in both groups. Then both of them received 13 sessions of teaching. The participants of the control group received no teaching. After the teaching process, post-test was performed for both groups. After 3 months the follow up process is performed for both groups.

Table 1: Summary of Martin's methodological behavioral training sessions.

session	purpose	Content	Assignment
1	Self –esteem reinforcement	1)changing the way of thinking2) creating more success in life 3)hunter of talent (increasing self-awareness)4) review of techniques	Classification of tasks, identifying the subjects that are dominated
2	Valuing school	1)the relationship of the school and world2) relationship of the school and student's life3) skills that students learn at school4) review	Talking and discussion about free time
3	Focused learning	1)the best personal records2) active learning3) a look at the improvement and success 4) review	Specifying personal abilities, note taking in the margin of the book
4	planning	Having a plan for whatever we do and the way of doing it2) perception and understanding of the tasks that should be done3) the control of student's plan 4) review	Classification of the tasks in to smaller parts
5	The management of the task	1)the best conditions of study2) better use of time3) weekly schedule of study4) review	Taking notes of weekly studies, preparing a time table for study

6	persistence	1)2*3 schema 2) the last time that I succeeded3) when I'm exhausted 4) review	Prioritizing the tasks, identification of difficulties in doing tasks
7	Anxiety	1)being relax in 15 minutes 2) preparation for the exams 3) taking exams	Doing the exercises for feeling relaxed, paying attention to health advices for decreasing anxiety
8	Uncertain control	1_0why did I do a work satisfactorily or not in the past 2) what can I control 3) important factors in self-control 4) review	Review of the lessons by the student himself, choosing a date for doing the tasks
9	Avoiding failure	1)the exercises relating to avoiding failure 2) the alphabet of dealing with fear, the mistakes that can cause my reform 3) encountering with the useless excuses in the process of learning 4) review	Repeating positive sentences and replacing negative sentences with positive ones
10	Self-disabling	1)how can I proceed in the development way 2) why do I proceed in the success way 3) removing the obstacles in the success way 4) review	Preparing a list of the situations that in them he or she has a sense of self disabling
11	Lack of enthusiasm	1) having an attitude about the way of doing a task 2) having an overall look to past times when the events were not so bad 3) having an overall view to future 4) review	Preparing a list of the things that can cause lack of enthusiasm in educational subjects

In this research we have used descriptive and inferential statistics .In descriptive level of statistics ,standard level of statistics ,standard average and standard deviation are used in the inferential level of statistics .We have used homogeneity slope regression test, Berthold's chi -squared and Levene's test box for studying the equality of variations, T test for comparison of pretests of control group and test group in dependent variable, multivariable co-variance for (MANKOVA)studying the hypothesis of the research .The statistical data is analyzed using SPSS version 24.

Results:

The population of the study were 16–18-year-old gifted students studying in grade 11 of Isfahan's gifted high schools for male students. Descriptive findings including mean and standard deviation of study's variables are shown in table 2.

Table 2: Mean and standard deviation of academic excitement and academic motivation scores in two phases: pre-test and post-test.

Standard deviation	mean	Standard deviation	mean		
8.20	59.94	11.17	55.75	test	Self -acceptance
7.12	48.25	7.75	47.45	control	
8.65	61.45	13.27	57.12	Test	Purpose fullness
7.63	51.12	8.48	50.10	Control	
9.95	62.38	14.20	58.38	Test	Personal development
7.48	51.21	8.20	51.34	Control	
8.10	59.78	14.4	55.02	Test	Environmental dominance
7.45	51.30	10.10	51.96	Control	
8.41	54.68	15.14	51.27	Test	Autonomy
8.48	49.63	9.21	48.39	Control	
7.14	60.58	10.51	55.12	Test	Positive relations with other
7.70	52.25	8.36	54.28	Control	people
3.24	26.63	3.21	23.42	Test	Intrinsic motivation level for
3.28	23.30	3.42	23.23	Control	understanding
3.14	26.65	3.12	21.45	Test	Level of motivation for
3.21	21.38	3.18	21.32	Control	performing a task
4.39	25.41	4.34	19.98	Test	Intrinsic motivation level for
4.32	20.12	4.78	20.02	Control	experiencing a stimulant
2.41	26.91	2.31	22.41	Test	Level of extrinsic motivation for
2.64	28.32	2.33	22.38	Control	injective arrangement
2.41	28.41	2.14	25.64	Test	Level of extrinsic motivation for
2.21	25.39	2.31	25.38	control	assimilated arrangement
1.63	26.48	1.17	21.89	Test	Level
1.34	21.30	1.24	21.32	Control	

For studying about the effect of Martin's cognitive behavioral method on factors of psychological well-being and educational motivation we have used multi-variant co-variance analysis. The results of the analysis of regression slope test for pre-test and post-test of control group and test group were not significant ($p > 0/05$). Also, the assumption of homogeneity variance is tested by Levin's test and the results were not significant and this finding confirms the observation of variance's homogeneity ($p > 0/05$). House of the Box test for analysis of the covariance matrix of dependent variable in groups showed that covariance matrix of dependent variables is equal for both groups ($p < 0/05$, $f = 0/271$, $\text{Boxm} = 0/921$). Furthermore the results of the Bartlett's X^2 for the analysis of sphericity or significancy of the factors of psychological well-being and academic motivation showed that there is a significant relation between the variables ($p < 0/027$, $d.f = 2, x = 7/32$).

On the other side, results of the t-test show that the difference between the mean scores of protests of control group and test group in dependent variables (psychological well-being factors, academic motivation) were not significant. Furthermore, the results of the Mocheli test showed that the hypothesis of sphericity of data in factors of psychological wellbeing variables and academic motivation are confirmed ($p > 0/05$). For studying about the effectiveness of Martin's cognitive behavioral methods on gifted students' psychological well-being and academic motivation we have used multivariable- covariance analysis.

The MANKOVA multi-variable covariance analysis test showed that control group and test group are different in psychological well-being ($p < 0/003$, $f = 7/48$). In other words, Martin's psychological behavioral interventions were effective on factors of psychological well-being (self-acceptance, self-Development environmental dominance, autonomy, positive relations with other people).

Table 3: results of multivariate analysis of covariance (MANCOVA) test of the difference between the control and experimental groups in the psychological wellbeing.

Statistic	Eta	Significan	F	Mean	Degree	Total	Statistical index
al power	2	ce level		squares	s of	squares	Source of
					freedo		dependent variables
					m		
1	.715	.0001	120.02	945.42	1	945.42	Self - Coefficient acceptance variables
1	.761	.0001	110.32	528.33	1	528.33	Purposefulness
1	.835	.0002	148.62	896.33	1	896.32	Self -development
.97	.834	.0001	163.25	854.12	1	854.12	Environmental dominance

.98	.762	.0002	95.68	462.15	1	462.15	Positive relations with
1	.792	.001	164.1	690.12	1	690.12	other people
			2				
1	.715	.0001	12.28	1023.14	1	1023.14	Self -acceptance
1	.761	.0001	12.19	1096.21	1	1096.21	Purposefulness
			0			0	
1	.792	.0001	12.41	1080.45	1	1080.45	Self -development
1	.812	.0002	12.12	1124.63	1	1124.36	Environmental
			1			1	dominance
1	.796	.0001	12.64	1242.62	1	1242.62	Autonomy
			8			8	
1	.846	.001	.12.2	2910.10	1	2910.10	Positive relations with
			7			1	other people

Table 3 shows the difference between control group and test group in the levels of psychological well-being regarding the scores of pretests as the coefficient variable. This difference regarding the level of significance, is significant. So, we can say that Martin's psychological behavioral interventions are effective on dimensions of psychological wellbeing and confirms the hypothesis number 1.

Table 4: results of multivariate analysis of covariance (MANCOVA) test of the difference between the two control and experimental groups in internal academic motivation.

Statistical power	Eta2	Level of significance	F	Mean squares	Degrees of freedom	Total squares	Statistical index	Dependent variable source
1	.21	.000	31.12	183.41	1	183.41	Understanding	Coefficient variables
1	.14	.000	12.27	41.35	1	41.35	Doing a work	
1	.78	.000	9.47	81.62	1	81.62	Experiencing a stimulant	
1	.41	.00	14.33	84.51	1	84.51	Understanding	Group
.99	.59	.000	30.27	80.13	1	80.13	Doing a work	
1	.48	.000	22.64	214.28	1	214.38	Experiencing a stimulant	

Table 4 shows the difference between control group and test group in levels of intrinsic motivation regarding the scores of pretests as coefficient variables. This difference regarding the level of significance is significant so we can say that Martin's cognitive-behavioral interventions are effective on triple dimensions of motivation of intrinsic motivation and confirms hypothesis number two. Multivariable covariance analysis test showed the difference between control group and test group in extrinsic motivation variable ($p < 0.001$, $f = 14/78$). In other words, Martin's

cognitive behavioral interventions were effective on factors of extrinsic motivation (injective arrangements, replicated arrangement).

Table5: results of multivariate analysis of covariance (MANKOVA) test of the difference between the two control and experimental groups in external academic motivation.

Statistical power	Eta2	Level of significance	F	Mean squares	Degrees of freedom	Total squares	Statistical index	Dependent variable source
1	.51	.000	17.31	15.23	1	15.23	Injective arrangement	Coefficient variables
.99	.18	.000	7.21	33.37	1	33.37	Replicated arrangement	
1	.28	.000	18.41	.94	1	.94	External arrangement	
1	.49	.00	30.02	102.39	1	102.39	Injective arrangement	group
.99	.61	.000	20.17	39.40	1	39.40	Replicated arrangement	
1	.39	.000	6.89	59.71	1	59.71	External arrangement	

Table 5 shows the difference between control and test group in levels of extrinsic motivation regarding the pretest scores as the coefficient variables. This difference regarding the amount of significance level is significant. So, we can say Martin's cognitive-behavioral interventions were effective on triple dimensions of extrinsic motivation and it confirms hypothesis number 3.

Discussion and conclusion:

The current study is done with the purpose of studying the effectiveness of Martin's cognitive behavioral methods on psychological well-being and academic motivation of gifted male students studying in gifted students' high schools of Isfahan. The results of the data analysis showed that Martin's cognitive-behavioral interventions were effective on increasing the psychological well-being. This finding confirmed the results of the studies done by Memarian et al (1394) and Pekran (18,11). Lack of studies about the effect of Martin's method on Ryff's psychological well-being model were completely observable. Therefore, it seems that more research is needed to be done about this subject in different statistical communities. For more explanation of this finding, we can say that teaching the plans needed for controlling anxiety, planning, valuation, self-esteem, and etc. that are considered in Martin's teaching plans, equips students with skills that are effective on psychological well-being such as: self-confidence, management, self-esteem, and autonomy. These skills can increase the scores of psychological well-being. After teaching Martin's method students will be able to recognize their feelings more than before and it leads to increasing the quality of behavior, educational performance, and etc.

For more explanation of this finding, we can say that by increasing empowerment we can enhance self-esteem, self-worth, planning, decreasing anxiety, self-reliance, identification, and the feeling of power that helps people deal with problems. Numerous evidences show that empowerment is related with results such as empowerment of quality of life, facilitation of decision making, self-care, effective management of problems, and appropriate decision making. Practice of skills that include factors of psychological well-being such as confidence and self-esteem, effective relation with other people, intellectual independence, and etc. For the test group it is confirmed that teaching and practicing these skills can have a positive role in enhancing the psychological well-being of female headed households. We can say that the result of this truth is that by reinforcement of psychological dimensions we can enhance dimensions of psychological well-being. For example, recognition of self, planning and rating school increases students' awareness of their own abilities and conditions along with increasing their self-acceptance. The other finding of this study shows the effectiveness of Martin's cognitive behavioral method on intrinsic and extrinsic motivation of gifted male students of Isfahan. The results of the analysis showed that this intervention increases the academic motivation of the students. This finding confirms the findings of Memarian et al, Martin, Pintrich (20,19)

For more explanation of this study, we can say that regarding the issue that academic motivation is a structure that contains cognitive, motivational and behavioral dimensions, multidimensional cognitive-behavioral interventions which are based on findings of educational science and psychology can increase the students' academic motivation. Martin's cognitive-behavioral plan also emphasizes on this fact. In other words, Martin's cognitive-behavioral interventions reinforce a combination of behavioral motivation and cognitive abilities in students. Therefore, they do school tasks with more eagerness and motivation. For better understanding we can say that by teaching Martin's comprehensive plan students gradually think that they themselves control the school's environment (believing that consequences are dependent to behaviors encourages students for having more expectations about success and to try harder and with more stability) and school's plans are according to their own values. They learn that with try and effort in doing school tasks and using some useful approaches as metacognitive skills they can move toward academic goals and learning. These factors continuously and positively relate to cognitive educational eagerness of students in the class environment. In other words, we can conclude that Martin's multidimensional cognitive-behavioral interventions are a plan that in addition to cognitive dimensions of plans and key functional and behavioral instructions consists of planning for tasks, consistency in doing works, controlling text anxiety, avoidance of failure, unreliable attributions in order to increase student's academic motivation and educational eagerness.

There were some limitations for the current study. Some other effective factors such as family factors, social and school factors that can be effective on academic motivation and emotions. A comprehensive and longitudinal study is needed to confirm the reliability of conclusions. Because of the limitation of the community of research to gifted male students, generalization of

the test conclusions is not easy. For generalization and reliability of the research findings, we should do this research in different communities and different age groups.

Research's Application:

Considering the results of the study we suggest that this intervention should be considered in basic school activities as an activity that can improve students' psychological well-being and educational skills. School counsellors and educational planners should focus more and more on this important issue. In the end we should say that limitation of the community of this study to gifted male students prevents us from generalization of the results to the other communities. Therefore, we think that it's better to test the reliability of the research by doing the research in other communities with different ages and different sexes. There were some other limitations for the current research such as social factors and school factors that can be effective on educational motivations and emotions. A longitudinal and more comprehensive study is needed to confirm the reliability of the research's conclusions. Considering the effectiveness of this plan on increasing students' academic motivation, it's better to have some training courses and scientific workshops for school counsellors in order to familiarize them with Martin's multidimensional cognitive-behavioral interventions. Also, according to the results of this research school managers should pave the way for increasing academic motivation and improvement of students' educational function by preparing adequate circumstances needed for development of self -efficacy, orientation of dominance, stability in works, planning and management in tasks.

Ethical considerations:

This article is taken from a PhD thesis in science and research unit of Azad university of Ahvaz. The goal of this research is explained for the students and their families. and they consciously accepted taking part in this project. An observation form is given to the families and students that familiarized them with the research's goal and informed them about the fact that they are free to participate in the study and their identities remain confidential.

Conflict and interests:

There is no conflict of interests between the writers of the article

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