



The effectiveness of social-emotional skills training on motivational beliefs and self-regulated learning strategies of girls with learning disabilities

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Abstract

Aim: The purpose of this research was to determine the effectiveness of social-emotional skills training on motivational beliefs and self-regulation learning strategies of girls with learning disabilities. **Methods:** The present research method is practical in terms of purpose and in terms of field situation and in terms of semi-experimental method with the design of pre-test, post-test and follow-up was with the control group and random assignment. The statistical population of this research included all girls aged 10 to 13 with learning disabilities in reading, writing and math in Joybar city in the academic year of 2019-20. Sampling was purposeful and 30 girls were selected as a sample, and then 15 girls were randomly assigned to the social-emotional skills training group and 15 girls were assigned to the control group. The experimental group was trained in social-emotional skills based on the Squires model (2003) for 10 sessions; while the control group did not receive any intervention. Also, Harter's motivational beliefs questionnaire (1981) and Ryan and Connell's self-regulated learning questionnaire (1989) were used in the pre-test, post-test and follow-up stages. Finally, the data were analyzed using ANOVA with repeated measures and Bonferroni's post hoc test. **Results:** The results showed that social emotional skills training has an effect on girls' motivational beliefs ($F=16.95$; $P=0.002$) and self-regulation learning strategies ($F=88.75$; $P=0.001$). **Conclusion:** It can be concluded that social emotional skills training is effective on girls' motivational beliefs and self-regulation learning strategies.

Keywords: social emotional skills, motivational beliefs, self-regulated learning, learning disorder.

Introduction

People with learning disabilities are usually not recognized before entering school because these disorders appear in school. Affected people have normal intelligence distribution but have problems in spelling, arithmetic and reading (Himian & Berger, 2008). Learning disability is an impairment in one or more psychological processes necessary to understand and understand or use language and writing or speech. It may manifest itself in the form of an impaired ability to listen, think, speak, read, spell, or perform mathematical calculations (Torgsan, 2018). Learning disorders in students will lead to academic failure and decrease in their motivation and dropping out of school, and will cause irreparable psychological and economic damage to the child and the family and the education system. One of the reasons why students have good grades during the semester but face a drop in grades at the end of the semester is their low motivation level (Moll et al., 2014).

Considering the importance of educating students with learning disorders, as one of the important goals of the educational system and identifying the factors that are effective in students' learning disorders. In order to increase students' motivational beliefs and learn self-regulation, it is necessary to conduct training in this field in order to increase the mentioned items. One of the trainings that can be effective in this field is social skills training. Social-emotional skill training is effective on the abilities of students with learning disabilities (Carnazzo et al., 2019). Social-emotional skill training leads to a person being aware of emotions and expressing emotions, especially positive emotions in life situations, to reduce their negative emotions, as a result of which their adaptation level improves in terms of social, emotional and academic adaptation. In other words, it can be said that students with learning disabilities evaluate themselves negatively due to the problems caused by this disability in academic situations, the negative effects of which can appear as problems in the dimensions of academic adaptation; However, social-emotional skill training made them aware of the existence of negative emotions and their negative impact on themselves and try to keep their emotional life healthy by re-evaluating emotions in different situations. (Virajaya et al., 2019). Teaching social-emotional skills, by providing opportunities and experiences that increase the level of education, allows students to practice and apply strategies and social skills in all educational environments and situations. Moreover, they learn the academic rules of the peer group well and are more likely to show a high level of academic adjustment (Carnazzo et al., 2019).

According to what was said, the purpose of this research is to determine the effectiveness of social-emotional skills training on motivational beliefs and self-regulated learning strategies of students with learning disabilities. The current research sought to answer the following questions:

- 1- Was social-emotional skill training effective on motivational beliefs and self-regulated learning strategies of students with learning disabilities in the post-test phase?
- 2- Was social-emotional skill training on motivational beliefs and self-regulated learning strategies of students with learning disorders stable in the follow-up phase?

Method

The present research method is practical in terms of purpose and in terms of field situation and in terms of semi-experimental method with the design of pre-test,

post-test and follow-up was with the control group and random assignment. The statistical population of this research included all girls aged 10 to 13 with learning disabilities in reading, writing and math in Joybar city in the academic year of 2019-20. Sampling was purposeful and 30 girls were selected as a sample, and then 15 girls were randomly assigned to the social-emotional skills training group and 15 girls were assigned to the control group. The experimental group was trained in social-emotional skills based on the Squires model (2003) for 10 sessions; while the control group did not receive any intervention. Also, Harter's motivational beliefs questionnaire (1981) and Ryan and Connell's self-regulated learning questionnaire (1989) were used in the pre-test, post-test and follow-up stages. Finally, the data were analyzed using ANOVA with repeated measures and Bonferroni's post hoc test.

Results

The mean (standard deviation) age in the experimental group was 12.4 (2.03) and in the control group, it was 12.2 (1.86). There was no significant difference between the two groups in terms of age.

The average dimensions of all the variables that have a positive semantic load, in the post-test and follow-up stage of the experimental group, were associated with an increase in the average, if this change was not observed in the evidence group.

The results of the analysis of variance of repeated measurement of several variables among the studied groups in the variables of motivational beliefs and self-regulated learning showed that the effect between the subject (group) is significant. This effect means that at least one of the groups differs from each other in at least one of the variables of their motivational beliefs and self-regulated learning. The within-subject effect (time) was also significant for the research variables, which means that there was a change in at least one of the average variables during the time from pre-test to follow-up.

The F ratio obtained in the groups factor is significant in the dimensions of motivational beliefs ($p < 0.01$) and self-regulation learning ($p < 0.01$). This finding indicates that social-emotional skill training was effective on motivational beliefs and self-regulated learning strategies of students with learning disabilities. In this regard, an analysis of variance with repeated measurements was performed for the experimental group in three stages of therapeutic intervention, where the observed F ratio was in the improvement of motivational beliefs ($p < 0.01$) and self-regulation learning ($p < 0.01$).

The changes of the experimental group over time in Table 5 showed that the dimensions of motivational beliefs in the social-emotional skills training group were significant in the post-test compared to the pre-test ($P < 0.001$). Also, a significant difference was observed in the follow-up phase compared to the pre-test ($P < 0.001$). But no significant difference was observed in the follow-up compared to the post-test. Changes in the experimental group over time showed that self-regulation learning dimensions in the social-emotional skills training group were significant in the post-test compared to the pre-test ($P < 0.001$). Also, no significant difference was observed in the follow-up phase compared to the pre-test and post-test.

Conclusion

The purpose of this study was to determine the effectiveness of social emotional skills training on motivational beliefs and self-regulation learning strategies of girls with learning disabilities. According to the results, social emotional skills training is effective on motivational beliefs of students with learning disabilities.

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