

# 9th International Conference on Health, Treatment and Health Promotion



## A cognitive-behavioural group intervention for Afghan immigrant students living in Iran

**Zahra Amini**

**Assistant Professor. Department of Community and Family Medicine, School of Medicine, Isfahan University of Medical Sciences, Isfahan, Iran. Corresponding authors**

### **Abstract**

**Objective:** present study aimed to investigate the impact of the cognitive-behavioral group therapy approach on academic motivation of Afghan students living in Iran.

**Methods:** 60 students were selected and divided into two control and experiment groups (each with 30 subjects). Academic motivation questionnaire was used in both pre-and post-test phases to collect data. The intervention group received eight 90-minute sessions (once per week) of face-to-face training.

**Results:** cognitive-behavioral group therapy increased academic achievement (57%), exemplariness (21%), adoration (19%), social interest (17%), social power (19%), effort (18%), and academic motivation in general (28%) in intervention group. While no association was found between the intervention and interest in doing homework, competitiveness, and obtaining continuity.

**Conclusion:** This study demonstrated that cognitive-behavioral group therapy could impact academic motivation among Afghan female students.

**Keywords:** Cognitive Behavioral Group Therapy, Academic Motivation, Afghan Female High School Students.