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The Role of Dare Teachings on Self-concept and Reducing Academic Concern of Male students in Hamadan City

Ali Asghar RASOULI¹, Seyed Zohre SADEGHI²

¹Master of Science in Psychology, Shahid Chamran University of Ahvaz

Email: Ali.khosnavis@yahoo.com, Tel: +989370135732, Tehran, IRAN

²**Email:** z.sadeghi5@gmail.com , Tel: +989185918764, Hamedan, IRAN

Abstract

This investigation was carried out aiming at determining the role of dare lessons on academic self-esteem and reducing academic concerns of male students in senior high school level in Hamedan city. Present research was semi-experimental with pre-test, post-test plan and risk control group. The statistical society of the study consisted of all male students educating in the year 2016-17 in senior high school level in Hamedan. Statistical sample in this study consisted of 30 subjects that were selected using multistage clustering method. In a way that one high school was selected in random among male senior high schools in Hamedan, and in this school, two classes were selected in random as the control and experimental groups. Both groups consisted of 15 subjects. To evaluate the academic self-concept in this study, the 20-item questionnaire of Lieu and Yang (2005) and for academic concern, the 25-item questionnaire of Abulghasemi (1995) were used. Courage- teaching consisted of eight 30-minute sessions on the skill regarding establishing communication between people. Results from covariance analysis showed that dare teachings (lessons) had effect on the academic self-concept and decreased academic concern.

Keywords: dare teachings, academic self-concept, academic concern



1. Introduction

Motivation and excitement are important structures in all stages of life that considerably root directly in personality and are to some extent influenced by involvement. If motivation and excitement have negative and detrimental aspects, they will result in psychiatric harms and undesirable thoughts and outcomes and will have adverse effect on the performance of individuals (Ghafari and Arfa Bluchi, 2011).

Among situations that lead to negative excitements, is the exam situation. when our performance in evaluated, there is the probability of emerging emotional response (reactions). In each stage of evaluation, if we feel that we do not have the necessary readiness, or we doubt our ability or even we image that we cannot present the best performance, at that time, we will feel discomfort and stress (nervous pressure) or depression and on the contrary, ensuring good preparation or the ability of good performance is along with positive excitement such as confidence and mental comfort (Mousavi, Haghshenas, AliShahi and Najmi, 2008). Among negative excitements that play the main role in the life of everybody is anxiety. One type of anxiety is academic concern or perceived academic assessment that is one of the most important aspects of negative motivation and has undesirable effects on class performance of a students. Dvsk considers academic concern as an undesirable feeling or emotional state that individuals experience in official tests or other assessments and situations (Hill & Wigfeld, 2005; Rezazadeh and Tavakoli, 2009).

Numerous factors like lack of enough readiness, previous negative experiences, negative thoughts, family factors, and school and personality factors are considered in the field of academic concern pathology (Jomehpour, 2008). Among personality factors functioning as prerequisite for academic concern, characteristics such as low self-esteem, internal control source and type of personality are observed. This personality type is the characteristic of individuals who are aggressive, competitor and have hostile feelings and are under the pressure of feeling time and in an ongoing effort to succeed (Siasi, 2010). Self-concept is one of the basic concepts in psychology. Academic self-concept is the formation process of evaluation from self-concept affected by academic experiences of the students and interpretation of learning environment (Nagy et al. 2010) and is indicative of knowledge and individual perceptions about their own strong and weak points in a certain field of study and individual beliefs about abilities for successful doing of academic assignments in educational levels designed and one of the best predictors and mediators for effective and ineffective motivational variables is anxiety, and it is among the very important and effective factors in learning process (Akram Rana and Zafar Iqbal,2010).

Academic self-concept is strongly dependent on relative social information and a reflection of other individual's evaluations and has normative nature. In other words, the academic self-concept of each student is achieved as a result of his own comparison with others (Ferla, Valke & Cai, 2009). Individuals who consider themselves more effective, capable and confident in doing jobs, enjoy a higher level of self-concept and this leads them to be in better relation or communication with environment and not to feel fear when they encounter other people and consider themselves capable and achieve a good level of self-esteem. Indeed, such individuals are courageous in interaction with others (Forneris, Danish & Scott, 2009). Dare improves equality in human relations and enables the individual to act according to his / her interests and resist for his / her desires or demands without feeling any anxiety and express their honest feelings freely and use their own personal rights without ignoring those of others (Alberly,2010). Courage is an important social skill that plays a unique role at school and



academic achievement since it is connected with self-esteem and self-concept, academic concern and efficacy of students (Karami, Karamati and Sarami, 2013).

Training and paying attention to courage among individuals is important in that the individual can create close relationship with others and keep himself away from the misuse of others and express a wide range of needs, and positive and negative thoughts without feeling any sin anxiety or without hurting other people's rights. Also, individuals who have little relationship with others especially with acquaintances and relatives, lose the situations that build social-cognitive skills and moral skills as well, and on the other hand, they are socially secluded, have tendency toward loneliness and depression and have lower academic achievements at school environment and this results in increase in academic concern and other anxieties caused by their educational environment due to declining academic self-concept in social environments including school (Ghobari Banad & Hejazi, 2007).

Also, present study is important in that in dare teachings, the students are taught how to show behaviors based on dare and courage. The individual learns appropriate methods based on courage to express his demands through making an attempt to discover and define the problem, follow his desired aims (always through behaviors with courage), repeat the role play, overturn the role and present gradual and sequential favorable behaviors and this can achieve a good level of success for him / her in social environments such as school (Man, translated by Saatchi, 2005). Academic self-concept is important among students in that it is a type of positive imagination about self and can help students not only in education but also it is a positive factor toward reaching optimum perfection in academic affairs and avoiding procrastination (Gouruee, Kheir and Hashemi, 2011).

To that end, studies by Rahimi et al. (2006), Ghobari Banad and Hejazi (2007), Keykhani, Farzaneh, (2011), Rezapour Mirsaleh et al. (2012), Kamari et al. (2013), Peterson et al. (2009), Tavakoli et al. (2009), Kejel (2012) and Nota and Soorsi (2014) showed that courage can increase the level of academic self-concept and pave the way for the growth of confidence in individual features and capabilities in regard with education through stimulating self-efficacious thoughts and ideas and promoting the ability to solve problems and this is the basis of reducing academic concern.

Courage teachings not only result in beneficial facing of the individual with problems and stress causing factors but also individuals will have more positive cognitive evaluation of self and following it, will experience more positive excitements and emotions due to successful behavior in encountering these factors (Eureligs-Bontekoy, 2005, Orgden, 2004). In summary, one of the main Concerns of this study is that no investigation has been carried out specifically into the courage teachings in terms of its efficacy or effect on academic self-concept and reduction of academic concern. Also, considering the issue of courage, particularly, in our present society and considering extensive abnormalities in the life of students, can be a solution to acquiring social skills, social anxieties, etc., on the long journey of life in addition to solving academic problems and reducing academic concern. Given above explanations, in regard with courage teaching, academic self-concept and academic concern, this question is raised that whether courage teaching can be effective on academic self-concept and reduction of academic concern of male students at senior high school level in Hamedan city.



2. Theoretical Foundations

Academic self-concept

Each person has an image of self in his mind; in other words, the general evaluation of the individual of his/her personality is called self-concept. This evaluation results from mental evaluation that we make of our behavioral characteristics. As a result, self-concept may be positive or negative (Taghizadeh, 2000).

The concept of "self" as a dynamic organization was first raised by lackey. In his opinion, human behavior is pretense and motivation whose aim is the self-stability in unstable situations. In brief, it could be said; self-concept is a cognitive framework by which we consider the organization of what we know about self and process the information related to self. This type of "generalized other" contains special components. Too that the function the role of personality tendencies. Three cases of these components are as follows.

Individual differences in the method of self-evaluation is believing self for attempt toward achieving desired goals and showing interest in the degree of influencing others through self-behaviors (Taghizadeh, 2000).

Definition of self-concept

Self-concept means comprehensive vision about self (Glaver, 2003). The growth of self-concept starts from early childhood (2-6 month old). This vision consist of characteristics that individual imagines about self. Children demonstrate self-conscious reaction before mirror at the age of 18 months old. Behaviors such as smiley, childish behavior, shyness (bashfulness), and embarrassment all are examples and signs of this self-consciousness. Child can describe self (himself) from age 8."In adolescence, the self-concept of the individual becomes more complete and abstract and includes not only description of his characteristics (like manners, beliefs and values) but also contains his knowledge about the method of interaction of these characteristics with each other and factors that have influence on him" (Lotfabadi, 2001).

Each person based on his understanding of self, considers a general value for self that is "the self –esteem". Thus, Pearson interprets each belief based on the concept perceived of self.

Educational and training outcomes of self-concept

Individuals nowhere are judged as much as (career life, as a worker, family member or ever citizenship who take pleasure activities) in their school by themselves and other individuals (bloom, 1984). In this sense that, for example, when the student does not get high marks at a school, in general, he feels unworthy. The students who do not do well in their lessons and their expectations are at that level, are more pleased and satisfied compared to students who do well in terms of their school activities. But they themselves do not expect so.

In general, there is a correlation between the aim that the student follow and his/ her self-concept information. Students who consider themselves unsuccessful and unable, move toward this viewpoint or act parallel to this viewpoint with a behavior like not studying their lessons well. They bahave like a good student in doing their assignment

Definition of self-concept

The issue of self has specially been attended by mental-social literature more than a hundred years. Present classic study of William James (1963) consists of many current studies in the field of self-growth and training. The self-word as a prefix has been used in the structure of



numerous words. As a result, considerable ambiguities have been created about their meaning similarities and differences. Self-concept is mostly awareness of personality characteristics, attributes (characteristics), limitations and methods in that these characteristics are similar to or different from those of others. But, self-esteem is a value the individual attributes to his/her limitations, attributes and unique characteristics. Given above points, it could be said that self-concept is merely the perception of the individual of himself (self) while self-esteem is the value that the person gives to perceptions.

Self-confidence shows the belief of the person in his talent and ability for doing a mental, physical or emotional assignments. Confident people think that they can be the origin of events according to their own desires. The concept of self-concept which is mentioned here, in fact, is a multi-dimensional structure that is related to the physical fitness (merit) in childhood and after that (Totonchi, 2011).

Academic Concern

Despite the serious effect of psychological and emotional factors on academic performance of individuals, considerable studies have not been carried out in this regard. While, identification and controlling, leading and preventive (internal and external) factors of learners in the field of training activities are interesting to parents, trainers and investigators, change in mental states and learners evocations in confronting different educational situations and learning lessons, make especially the educational researchers more determined in order to identify the emotion effects and mental or psychological arousals on academic behavior of learners and to find solutions for scientific and practical control. Academic concern is the repetition and frequency of a kind of anxiety experience related to tests and its outcomes that can be experienced before and during exams and incurs cognitive, emotional and physical outcomes. Studies have shown that academic concern is connected with academic achievements and has harmful effects on the degree of attention, emotion or excitement and learning quality (Perkun, 2004). Hagvet, Man & Sherma (2001). Considering academic counselor as a result of cognitive evaluation and self-assessment of the individuals that represents a portion of a wider cognitive evaluations of themselves and their academic concerns is just a small portion of the anxiety that they, in general, experience in school environment.

Type of Anxiety

Whenever the person is placed in a situation that feels confident of using his capabilities in encountering problems and probable dangers, then, he is considered anxious, such as driving on sliding surface or participation in academic exams, etc. And basically tendency to unpleasant expectation from the results of jobs is a feature of and anxious individuals. In addition, according to studies conducted (Ellis & Hunt, 1993) anxiety and depression are somehow connected to each other; in a way that depressed individuals are mostly anxious. The notable point is that there are many individuals who are affected by depression and its side effects or outcomes, whereas they don't have a right understanding of their own mental state. And naturally, they do not seek to improve it.

Definition of academic concern

Academic concern is one of the situational anxieties that is in closely connected with the performance and academic achievement of millions of students in educational institutes (Hill & Wig field, 1984). The history of this issue dates the tests that have been made for performance evaluation (Erfani, 2009). Articles into the nature of academic concern date five



decades ago, the serious study of anxiety started with the study of Saracen (1975) four decades ago. He is now a famous researcher in the field of learning and anxiety (Nazari, 2004). Academic concern is a kind of mental business that is determined with self-conscious doubt toward self and self-depression. These cognitive activities affect both apparent (revealing) behavior and physiological reactions. These hidden behaviors and activities are supposed to be the result of the past history of the person, and act as a mediator between behavior and experience. This mental business attracts the attention of the individual toward itself and creates distraction for evidence related to assignments and it blocks the encryption and transmission of information. Saying sentences to self during exams such as: I am stupid, I may not pass the exam, creates problems in focusing on an assignment and solving the problem. Concern is undoubtedly connected with attention and promotes cognitive activities emotionally. Many researchers have emphasized the role of cognition on academic concern. For example, (Wine,1980; quoted from Biabangard, 1999) has presented evidence that individuals with higher academic concern have more mental business of self-statements and about subject unrelated to their assignments than individuals with low academic concern (Hollandsworth, 1989; quoted from Naderi, Ismaeli, Asgari and Heidar, 2010), pointing out that individuals with higher academic concern are more involved in thoughts that damage performance (preventive cognition of assignment) and are less used or are involved in thoughts that improve performance (cognitions facilitating assignments) although studies about adults have shown that individuals with higher anxiety compared to individuals with low academic concern often have cognitions which are preventive for assignments during exams and they are involved in negative self-assignment and it is amazing that children with high academic concern report facilitative self-statements of the assignments.

Courage

Courage is a coping and self-defense skill for stating thoughts and emotions. Thus, researchers have classified effective and non-effective coping responses in encountering life problems though creating different coping scales as a solution for promoting courage (Aghaamohammadian sherbaf and Pajukhzadeh, 2002). This is based on the fact that coping strategies that are selected by individuals will depend on situations. Anyway, based on the type of strategy that individuals prefer, special styles are formed in it. Coping scale presents a general imagination about the individuals coping with tension situations and whether coping strategies is advantages to the person or not (Behpejuh and Hejazi, 2007).

Definition of cowardliness (lack of courage)

Individuals without courage cannot defend their rights. Cowardliness means being passive, coward and modest. Being coward means ignoring self needs and desires and accepting desires of others even if these desires are to his own loss. Cowardliness is indicative of disrespecting self needs, also it transfers this message to others that the person is ready to end his relationship with others due to avoidance from conversation (Kelonkeh; translated by shahram Muhammadkhani, 2013). One of the reasons for getting coward is the lack of awareness of one's personal rights and they think that they must surrender to the wishes of others in order to become polite and useful. Sometimes individuals take rudeness and aggression for courage. You may think stating one's thoughts or self-reliance is improper and sign of impoliteness. Meanwhile, cowardliness is a tempting method for avoiding negative responses of others (Behpejuh and Hejazi, 2007).



If you want to think of your needs, you will certainly be involved in aggression and conflict with others. You must learn to bear the stupidity, mindfulness and criticisms resulting from avoiding the acceptance of other people's desires and not to be passive. Of course, being coward or courage-less is easier. Since it is a method with the least resistance or disagreement. But when you are accustomed to cowardliness, reviewing others' methods will be difficult for you (Bahrami, 2006).

3. Research Method

This study aims to reveal the effect of dare teachings effect on academic self-concept and reduction of academic concern of male students at high school level in Hamedan. Thus, present investigation is semi-experimental with pre-test, post-test and an unequal control group. The statistical society of the study consisted of all male students educating in the year 2016-17 in senior high school level in Hamedan City. Statistical sample of this research consists of 30 students selected using multi-stage cluster method. In a way that one school was randomly selected among all senior high schools of Hamedan and two classes were selected in random: one as experimental group and the other as control group. Each group consisted of 15 subjects. To collect data, following tools were used:

A: Questionnaire of Academic self-concept

Academic self-concept in this study was assessed using the lieu and wang 20-item questionnaire of academic self-concept (2005). Scoring method was in the form of Likert five-choice spectrum (very little=1, little=2, somewhat=3, much=4 and very much= 5). In this questionnaire, questions (2, 4, 7, 9, 11, 13, 14, 16, 17, and 20) were inversely scored. Minimum score in this test was 20 and maximum score was 100. The reliability degree of this questionnaire in Gruee, kheir and Hashemi investigation (2011) was achieved 0.77. Also, coefficient of Cranbach Alpha for sub-scale of academic confidence was achieved 0.72 and sub-scale of academic attempt, 0.76. On the other hand, the validity of questionnaire was calculated 0.7, using Factor analysis method.

B: Questionnaire of Academic concern

Academic concern questionnaire of Abulghasemi (1995) consists of 25 articles that the subject responds to them according to a five-choice scale (very little=1, little=2, somewhat=3, much=4 and very much= 5). Minimum score is 25 and maximum score is 125 in this test. Correlation coefficients among the score of the whole subjects in general anxiety scale or academic concern is $r = 0.67$ for the whole sample. Also, to assess the educational concern validity, cooper smiths Self-esteem scale was used. This scale consists of 58 articles and enjoys satisfactory validity and reliability.

First, the required permissions were taken from university in order to carry out dare teachings and distribute academic self-concept and academic concern questionnaires among students. Then, after assigning subjects into experimental and control groups, the pre-test of academic concern and the academic self-concept questionnaires were administered in two groups. After ensuring that the situation of subjects in pre-test stage is relatively the same, the intervention of dare teachings started for experimental groups. Then, after intervention method, again, academic concern and academic self-concept questionnaires were given to students in two groups in order to collect post-test scores. Then, pre-test and post-test scores were prepared



for statistical analysis. Complete explanation and description of the contents of the sessions of the dare teachings is presented in table 1.

Table 1. Description of dare teaching sessions (Bahrami, 2006)

Session	Description
First Session	Visiting students and explaining the aims of research. Defining and stating the necessary of dare (courage) and its profits in daily life, assigning homework about remembering situations that the person has acted cowardly in those situations and his responses (reactions)
Second Session	Reporting the homework of previous session and presenting feedback. Discussion on the individual rights to express or not to express self, the right of freedom of choice, the right to express opinions and the right to information and so on -presenting homework about encountering new situations and reactions to those situations
Third Session	Reporting homework of previous session and giving feedback. Discussion on behaviors based on self-expression and alternative behaviors (for example, discussion about different behaviors and special methods for dealing with changes). Assigning homework about recognizing dare behaviors and non-dare ones (passive and aggressive)
Fourth Session	Reporting homework of previous session and giving feedback..Discussion on anger and its negative and preventive outcomes. Describing some signs of hidden anger. Assigning homework about keeping calm and controlling anger in different situations
Fifth Session	Reporting homework of previous session and giving feedback. Discussion on the advantages of anger (for example, stress evaluation, abandoning talent and targeting goals). Methods of dealing with anger guidelines for expressing anger and homework about coping with anger
Session Sixth	Reporting homework of previous session and giving feedback. Discussion on requests and saying "Yes" and "No" causes of inability for saying "Yes" and "No". Assigning homework for discussion in the next session
Seventh Session	Reporting homework of previous session and giving feedback. Discussion on criticism. Appropriate and effective treatment with criticism. Advantages and disadvantages of criticism. Assigning homework about dealing with with criticism
Eighth Session	Reporting homework of previous session and giving feedback. Reviewing subjects presented during seven previous sessions. Emphasis on expressing opinions, requesting, saying yes and no dealing with anger and criticism Thanking students wishing them success

4. Findings

Research Hypothesis: Dare (courage) teachings has effect on academic self-concept and reducing academic concern of male students in senior high school in Hamedan.



To study above hypothesis, Multivariate analysis of covariance test or Multivariate analysis of variance were used. In the study of hypothesis, dare teachings are considered as independent variable. Also, academic self-concept and academic concern of students play the role of dependent variable. Of course, before reviewing above hypothesis the prerequisites of the test including the normality of variables were assessed and confirmed using Smirnov test, equality of covariance matrices using Box's test, the effect of significance of independent variable on the model using four multivariate tests and equality of error variances using Levene's test, *t*. In table 2, indexes related to hypothesis and the result of multivariate covariance analysis have been presented.

Given the section related to reviewing the normality of variables, it could be concluded that significance level of investigation variables in both cases of pre-test and post-test is more than 0.05. Hence, the academic self-concept and academic concern variables of students are normal. The normality of above-mentioned variables justifies the use of parametric tests for studying the investigation hypotheses. In the section related to equality of covariance matrices, as it is clear, the significance level obtained from all four multivariate tests is less than 0.05 that is indicative of dare teachings effects on the model. Also, since the degree of effect of all tests are the same, hence, the study of above prerequisite using each of the tests is not significantly different and so, independent variable is effective on the model. On the other hand, in the section related to equality of error variances, since the significance level obtained from Levene's test for both dependent variables (academic self-concept and academic concern) are over 0.05, Thus, it can be said that the error variances in both variables are equal. Therefore, all their significance level obtained due to the effect of conditions for using multivariate covariance analysis test were confirmed. As it is clear in the results section of investigation hypothesis, the design performance level changes due to the effect of independent variable on dependent variables in lower than 0.05. Thus, dare teachings are effective in academic self-concept and academic concern of students with a probability of five percent error. Also, the values of dependent variable effects show that dare teachings have more effect on academic self-concept of students. So, the investigation hypothesis is confirmed and null hypothesis is rejected.



Table 2. Study of hypotheses and results of multi- variable covariance

study of normality of variables							
significance level	statistics Z	modes		variable			
491/0	833/0	Pre-test		Academic self-concept			
198/0	075/1	Post-test					
69/0	713/0	Pre-test		Academic concern			
551/0	796/0	P0st-test					
equality of covariance matrices							
significance level	second degree of freedom	first degree of freedom	statistics F		Test value		
507/0	141120	3	777/0		525/2		
significance effect of independent variable on the model							
Size of effects of the tests	Significance level	error of freedom degree	freedom degree	statistics F	Test value	multivariate tests	
668/0	039/0	27	2	966/0	067/0	pulse effect test	
668	039/0	27	2	966/0	933/0	Linda Wilkins test	
668/0	039/0	27	2	966/0	072/0	Hotel-ling test effect	
668/0	039/0	27	2	966/0	072/0	the largest root test	
equality of error variances †							
significance level	second degree of freedom	first degree of freedom	statistics F	dependent variable			
913/0	28	1	012/0	academic self-concept			
188/0	28	1	823/1	academic concern			
results of study hypothesis							
Value of effect	significance level	statistics F	mean of squares	degree of freedom	sum of squares †	dependent variables	Independent variables
668/0	017/0	004/2	3/288	1	3/288	academic self-concept	dare teaching
172/0	047/0	202/0	133/48	1	133/48	academic concern	



Conclusion

Given that investigation hypothesis addresses the effect of dare teachings on academic self-concept and academic concern of male students in senior high school level in Hamedan, results of previous discussions indicate this fact that dare teachings have effect on academic self-concept and academic concern ($P < 0.05$). Indeed, dare teachings lead to reduction in the degree of academic concern and increase in the degree of academic self-concept of male students in senior high schools of Hamedan. In a way that dare teachings have been more effective in male students' academic self-concept.

To that end, results of studies by Rahimi et al. (2006), Ghoobaribenab and Hejazi (2007), Keykhai (2011), Rezapour Mirsaleh et al. (2012), Kamari et al. (2013), Peterson et al. (2009), Tavakoli et al. (2009), Kejel (2012) and Nota & Sorse (2014) are in conformity with that of present study since, they concluded that dare can increase the level of academic self-concept through stimulating thoughts and self-efficacious imaginations and also through promoting the ability to solve problems, it can increase the academic self-concept level and improve the background for promoting confidence in individual educational features and capabilities that result in reduction in anxieties caused by education including academic concern.

Hence, from the comparison between the results of this study and those of previous one it is concluded that dare teachings can increase academic self-concept and reduce academic concern by increasing the level of spontaneous and active thoughts, quick thoughts, promoting the level of individual beliefs in regard with his / her abilities, reduction of academic concern.

The reason for this effect is that dare can correct the wrong thinking patterns of the individuals and make the person believe that all his affairs are at his disposal and he has the ability to solve different problems. When the person has the best performance in regard with presenting different solutions while encountering a problem, he will attain or reach this belief in his mind that problems are solvable and thus, he will not feel panic and barrier and as a result he will be able to cope with problems or difficulties and consequently positive and instructive thoughts will replace negative and destructive thoughts. In this state, the person feels that he is not helpless in encountering problems and is able to overcome difficulties. Thus, right thoughts and mind management that roots in dare, can reduce the helplessness that has been dictated to his mind and the individual has accepted it or has been taught to him and this causes the person to be proud of his abilities and capabilities and to have right imagination and positive perception of his academic abilities and creates a foundation for educational self-concept. In a sense, it can be said that the thoughts and feelings of the individual is the basis of all his acts and if the person is the captive of wrong thoughts, he cannot feel capability and thus he usually feels that he is unable and helpless that creates a foundation for reducing academic self-concept and the individual does not respect himself and does not feel worthy, since he considers himself incapable in encountering difficulties and problems and in other words, he feels a kind of anxiety and lack of concentration on educational problems. Feeling lack of concentration on educational problems causes the person not to be able to use all his energy and ability for solving educational problems including exams and this leads to anxiety due to exams. Therefore, dare makes the individual believe that he can think differently and control his thoughts and can build his own tomorrow (future) so that he can present effective coping strategies against problems and after passing through the problems, he can reduce his academic concern level. Since ability to solve



educational problems makes the person not lose his comfort because comfort decline leads to academic concern.

A Courageous person creates a positive and instructive image in his mind due to his ability toward adapting to the perimeter environment and this mental image and perception will create a foundation for academic self-concept and helps the individual to imagine his future education more correct and logical and attempts for it. On one hand, such individuals have more courage in encountering educational problems including exams. So courageous individuals will not have any concern and inability in regard with overcoming exam problems and when the first person does not feel any concern about the exam day, naturally, he will not feel anxiety and restlessness and this can lead to his comfort on exam room and high-efficiency. On the other hand, dare teachings lead to growth of academic self-concept level including ease of following educational problems, perception and understanding toward the effect of education on life, lack of dreaming in the field of education, utilizing logic and wisdom toward educational decisions, thinking about educational issues and doing educational assignments, trust in scholarship, interest in school environment, remembering the lessons, having a sense of relaxation in the classroom, having appropriate performance in exams, commenting in the classroom environment, participation in group work at school and making plenty of attempt in the field of education and so on.

-The reason for this effectiveness is that dare teachings can promote the self-esteem of the students. Another sign for high academic self-concept resulting from dare is decline in dreaming and utilizing logic and wisdom in regard with educational issues. The more the person can make right attempts toward his own educational goals, the more he can understand and perceive the effects of dare lessons on his life and he will believe that education can change or revolutionize his life and make him succeed in different aspects of life. Since the individual always makes mental assessment of himself and if he considers himself a helpless and unable person in regard with educational issues, he cannot imagine the right concept about self in his mind. Hence, dare and acceptance of capabilities and talents of self provides the chance for him to make right and logical decisions in regard with education and have a worthy feeling about his educational issues that will promote his academic self-concept. Also, dare teachings make the person to have the ability to express himself and his promotion of self-expression makes it possible for the person to process himself correctly in a known framework that will create a foundation for self-concept and if this known framework is in the field of educational issues, it will promote academic self-concept.

On the other hand, dare teachings cause reduction in academic concern level including anxiety in the fields such as solving problems on the board, buying textbooks, interpreting results of the lessons, attending classroom, looking at the pages of books, starting a new chapter in each lesson, taking textbooks to solve the homework assignment, working to solve problems, assigning a large number of hard assignments for the next session, thinking about t exams, taking exams in each classroom, preparation for exams, attending exam or test session without prior notice, taking final exam and thinking about the exam results and so on.

The reason for this effectiveness is that dare teachings can enable the person to resist problems and barriers and if the individual at critical times and while encountering problems does not dare to face them, cannot overcome his fear and concern that is the background for anxiety and will always feel panic dealing with different problems of life including educational issues and this panic will result in academic concern. Whereas dare to resist critical times causes the person not to be frustrated due to exam conditions and can overcome



the barriers of exams or hard conditions of education by relying on his abilities. Also, dare teachings cause the person to express his opinions, suggestions, emotions and feelings and attitudes freely and honestly. This causes the person to take a steps toward his educational goals without any anxiety. Dare makes the person believe that he is worthy and has different abilities in different aspects of educational issues and this feeling results in declining concerns related to exams. Since dare teachings produce more confidence in self in regard with educational issues and this makes him not have any concerns about exams and show the the best performance in different aspects of education including exams.

Suggestions

Given the investigation hypothesis and the effect of dare teachings on academic self-concept and academic concern, it is recommended to all authorities in education organization to hold educational and training workshops on dare domain in order to reduce their academic concern and increase the academic self-concept through reducing aggressive and passive behaviors through enforcing courageous behaviors and providing the foundation for presenting educational strategies for utilizing their wisdom and logic for confiding their academic abilities, discovering their educational talents towards growing their self-concept about their educational abilities and logical and right evaluation of self-concept and capabilities. It is recommended that the authorities provide the background for declining the students' anxiety level toward final and end-of-the term exams and reducing academic concern through raising the degree of participation of students in educational evaluations.

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