



The effectiveness of self-awareness skill training on critical thinking and positive emotion regulation of first secondary school boys in Chadegan city

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Abstract

The aim of the current research was the effectiveness of self-awareness training on critical thinking and positive emotion regulation of male students of the first secondary school in Chadegan city. The method of the current research was semi-experimental with a pre-test and post-test design with a control group. The statistical population of the present study was made up of all male students of the first secondary school in Chadegan city. The sample size of this research included 30 people, which was obtained through available sampling. The data collection tool in this research was Jafari et al.'s self-awareness skill training protocol (2015) and Fashion's (1989) critical thinking questionnaires and Garnevsy et al.'s (2001) emotion regulation questionnaires. In order to analyze the data, the analysis of covariance test was used and the results showed that self-awareness skill training improved critical thinking in the subjects of the experimental group compared to the control group. Also, self-awareness skill training improved the regulation of positive emotions, i.e., acceptance, positive refocusing, planning refocusing, positive reevaluation, and marketing in the subjects of the experimental group compared to the control group. The general conclusion of the research showed that by strengthening the training of self-awareness skills among students, it is possible to improve their critical thinking and regulate their positive emotions in schools.

Keywords: self-awareness skill training, critical thinking, positive emotion regulation.

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