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The Impact of Cognitive-Behavioral Therapy on Students' General Health

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Abstract

In the field of educational psychology, many activities have been conducted with clinical trials, and its results have helped to solve many people's psychological problems at community level. To this end, we wanted to address one of the most unique student dilemmas, general health, in this project. Our goal was to find a solution to reduce this problem, and the results of school in high school showed that the amount of factor of the diseases can be controlled by a public health approach (and the data were more than 95% accurate). Studies show that if the student community is in good health, both physically and mentally, it can reduce mental illness in the test session and allow people to put their knowledge on the test questions. Public health is not guaranteed unless both human and mental health are provided. The project aims to improve the health of a complex in a high school, which can be used to control the Overall health of the community.

Keywords: Exam general health; Psychological problems; Health

Introduction

Researchers today place particular emphasis on the predictors of academic achievement, as studies of the factors affecting test public health have become more and more prevalent in educational systems in the last three decades. Saying the question today, education plays an important role in one's life and future. Measuring academic achievement and identifying the factors affecting it are some of the issues that have attracted the attention of psychologists [1]. Because achieving positive outcomes in education (by identifying and controlling the factors that influence academic performance) leads to comprehensive student and community development [2].

The World Health Organization defines public health as complete physical, mental and social health, not just the absence of illness or disability. It also considers public health to be equivalent to all methods or measures that are used to prevent mental illness [3]. In addition to reducing mental illness, paying attention to social skills and enhancing it can be a way to improve learning and educational activities in schools. Because social skills are learned behaviors that enable one to interact with others effectively and avoid unreasonable social reactions. In this regard, the present study has investigated the relationship between Cognitive-Behavioral Therapy on General Health School Students (General Health Questionnaire (28-question form) and presented the results to decrease the mental illness of students in country (Table 1).

General health questionnaire (28-question form)	
Questions	**Answers**
1. Have you been feeling good and healthy for the past month or so?	A. More than usual B. As usual C. Less than usual D. much less than usual
2. Have you felt the need for a boosting medication for the past month or so?	A. More than usual B. As usual C. Less than usual D. much less than usual
3. Have you been feeling weak and weak for the past month or so?	A. More than usual B. As usual C. Less than usual D. much less than usual
4. Have you been feeling sick for the past month or so?	A. More than usual B. As usual C. Less than usual D. much less than usual
5. Have you been in pain for the past month or so?	A. More than usual B. As usual C. Less than usual D. much less than usual
6. Have you felt from the last month that your head was tightly tied with something like a napkin or that you were pressed?	A. More than usual B. As usual C. Less than usual D. much less than usual
7. Have you ever been feeling hot or cold in your body for the past month or so?	A. More than usual B. As usual C. Less than usual D. much less than usual
8. Have you been asleep from worries since last month to date?	A. More than usual B. As usual C. Less than usual D. much less than usual

9. Do you wake up in the middle of the night from one month to the present?	A. More than usual B. As usual C. Less than usual D. much less than usual
10. Have you felt constantly under pressure since the last month or so?	A. More than usual B. As usual C. Less than usual D. much less than usual
11. Have you been angry or ill-tempered for the past month?	A. More than usual B. As usual C. Less than usual D. much less than usual
12. Have you been scared or frightened for any reason for the past month or so today?	A. More than usual B. As usual C. Less than usual D. much less than usual
13. Have you noticed from the last month to today that doing anything is beyond your power?	A. More than usual B. As usual C. Less than usual D. much less than usual
14. Have you been feeling nervous and feeling overwhelmed for the past month or so?	A. More than usual B. As usual C. Less than usual D. much less than usual
15. Have you been able to keep yourself busy and busy for the past month or so?	A. More than usual B. As usual C. Less than usual D. much less than usual
16. Has it happened a month ago to date that you spend more time getting things done?	A. More than usual B. As usual C. Less than usual D. much less than usual
17. Have you generally felt that you are doing well in the past month or so?	A. More than usual B. As usual C. Less than usual D. much less than usual
18. Do you feel satisfied with the way you do things from the last month to the present?	A. More than usual B. As usual C. Less than usual D. much less than usual
19. Have you felt that you have a useful role in getting things done since the last month?	A. More than usual B. As usual C. Less than usual D. much less than usual
20. Have you been able to decide on the issues from the last month to the present?	A. More than usual B. As usual C. Less than usual D. much less than usual
21. Have you been able to enjoy your daily activities from the last month to the present?	A. More than usual B. As usual C. Less than usual D. much less than usual
22. Have you thought that you were worthless for the past month or so?	A. More than usual B. As usual C. Less than usual D. much less than usual
23. Have you felt from the last month to today that life is completely hopeless?	A. More than usual B. As usual C. Less than usual D. much less than usual
24. Have you felt from the last month to today that life is not worth living?	A. More than usual B. As usual C. Less than usual D. much less than usual
25. Have you concluded from the last month to today that you may	A. Of course not B. I don't think so C. It has never occurred to me D. Yes, of course
26. Have you felt from a month ago to today that you can't do anything because your nerves are down?	A. More than usual B. As usual C. Less than usual D. much less than usual
27. Did you conclude from a past that you wish you were dead and rid of evil?	A. More than usual B. As usual C. Less than usual D. much less than usual
28. Has it come to your mind since the last month or so that you want to end your life?	A. Of course not B. I don't think so C. It has never occurred to me D. Yes, of course

Table 1. Test General Health Questionnaire (28-question form)

Material and Method

Research method

The present study is a descriptive experimental study and is of practical purpose with pre-test and post-test with control group. We will select 50 individuals with test general health disorders as the test group; and the subjects will have a direct relationship with the sex, age, base, economic, and social status of the test subjects, including 50 individuals. Pre-test will be taken from both groups and then will be taken for experimental group after passing the course and for pre-test and post-test for control group.

Method of data collection

Library and Internet methods and Field method

Data analyzing method

In this study, according to measurement scales and available data, Spss17 software was used to analyze descriptive and inferential statistical data.

Results

Data analysis is a multi-step process in which data collected in various ways are summarized, categorized, and finally processed to provide a variety of analyzes and links between data to test hypotheses. Provide. In this process, data is refined both conceptually and empirically, and various statistical techniques play an important role in inference and generalization. Descriptive statistics of perceived stress (Table 2).

Post-exam			**Pre-test**			
Standard deviation	Average	Abundance	Standard deviation	Average	Abundance	Group
11.18	154.77	50	10.41	114.46	50	The experiment
18.66	123.98	50	13.33	115.54	50	Control

Table 2: Descriptive statistics of public health components in pre-test and post-test in experimental and control groups.

According to the information in Table 2, the mean score of general health in the experimental group increased from 12.16 in pre-test to 154.71 in post-test. The standard deviation of these scores is10.41 and 11.18, respectively. But the mean score of general health in the control group increased from 11.54 in pre-test to 113.98 in post-test. The standard deviation of these scores was 11.33 and 18.66, respectively.

Before examining the research questions, in order to select the appropriate statistical method, we investigate the normality of the data by Kolmogorov-Smirnov test, and then, using the appropriate method, we analyze the data. The results of Tukey post hoc test also showed that test general health showed a difference (-12.415) with significant ($P < 0.002$) between the test general health management training group and the control group after the intervention. Therefore, the null hypothesis 1 is rejected and the research hypothesis is confirmed that effective on reducing mental illness. Inferential Findings (Table 3).

Significance P	difference in averages	groups	Variable
0.001	5.481	Concern (mental)	Exam general health
0.001	-12.415	Emotional (physical)	

Table 3. Difference of mean test general health variables in pre-test and post-test

Discussion

This chapter of the study deals with the conclusions of the research; therefore, this chapter first discusses and concludes on the findings of the research. Then we present research limitations and research suggestions finally.

Testing the hypotheses

Hypothesis 1: Mental illness group training is effective on general health of students.

Multivariate covariance has been used to test this hypothesis. In explaining this finding, it can be said that public health is at the core of social development, the formation of social relationships, the quality of social interactions, social adjustment, and even mental health [4]. Psychologists believe that general health is a pervasive and acceptable behavior that enables one to interact effectively with others and to avoid unreasonable social reactions. Thus, it can be said that public health fosters a good relationship between teacher and students, this motivates the teacher to deliver as well as possible classroom materials and students in the classroom to learn more accurately. In addition, public health in students creates confidence and self-esteem, and helps students to learn about themselves with a positive view of themselves and the belief that they are capable of learning, so public health can alleviate students' learning problems, and help them learn quality.

Conclusion

The results clearly show that maintaining students' general health will help reduce their mental illness during the exam session and prevent bread from a variety of mental illnesses such as depression as well as from a variety of physical illnesses such as pathogens microbes will help, but there are also antimicrobial remedies [5]. So, according to the project information, it can be said that peace will be the most important way to maintain health.

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Conflict of Interest

The authors declare that they have no competing interests.

Author's Contribution

Authors did not receive any funding for this work.

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