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Some Benefits of Writing and Publishing Scientific Papers in the Field of Psychology

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Abstract

This paper aims to present some benefits of writing and publishing scientific papers in the field of psychology. It discusses why researchers should actively engage in scientific publication, emphasizing the benefits for individual researchers, the scientific community, and the advancement of psychological knowledge. By examining the role of scientific papers in fostering scientific progress, disseminating research findings, and enhancing professional development, this paper highlights the essential nature of scientific publication in psychology.

Keywords: benefits, publishing, psychology, academic writhing.

1. Introduction

Scientific progress in any discipline, including psychology, heavily relies on effective communication and dissemination of research findings (Busse & August, 2021). Scientific papers serve as a fundamental vehicle for disseminating knowledge and advancing scientific understanding (Howitt & Crammer, 2007). It takes work to write a research paper. Shearing knowledge through publications is necessary for academic development (Jha, 2014; Kotz et al., 2013), and in this context, writing and publishing are not just a privilege but an obligation (Nikolov, 2008). All psychology education involves learning to realize psychological research (Hayes, 2021). Writing and publishing scientific papers in the field of psychology not only contribute to the accumulation of knowledge but also play a crucial role in shaping the direction of research and informing evidence-based practice. This paper focuses on the domain of psychology and aims to shed light on why researchers should actively participate in writing and publishing scientific papers in this field. The content below presents the leading reasons for writing and publishing research papers without claiming to be exhaustive.

2. Contribution to scientific progress

Scientific papers play a crucial role in advancing the field of psychology and serve as a primary medium for sharing research findings with the scientific community. All researchers in psychology, regardless of their field of work, use psychological knowledge based on thorough and meticulous research. They strive to ensure that their techniques are systematic and pertinent to the phenomenon they are studying (Hayes, 2021). By conducting and reporting rigorous research,

psychologists contribute to the collective knowledge base, enabling the field to progress. Publishing papers ensure that novel findings are shared with the scientific community (Knottnerus & Tugwell, 2007), allowing for the evaluation, replication, and potential extension of existing research. By documenting their work, psychologists contribute to the existing body of knowledge, allowing other researchers to build upon their findings. This process promotes the cumulative development of the field and fosters intellectual growth (Posner, 1982). Through the publication of scientific papers, psychologists contribute to the establishment of a solid evidence base that supports the validity and generalizability of their research.

3. Popularization of research findings

Howitt and Cramer (2007) call psychological research “the lifeblood of psychology” (p. 4). The findings in psychological research can answer the questions of why people are afraid; what are the causes of depression; how to deal with anxiety, why some people are good and others bad; why they commit crimes, or why they are altruistic. Writing and publishing scientific papers provide an effective means of disseminating research findings to a wider audience (Ross-Hellauer et al., 2020). This process enables other researchers, practitioners, and specialists to access and apply the latest evidence-based knowledge (American Psychological Association, 2018a). By sharing their findings, psychologists can make meaningful contributions to society, facilitate evidence-based decision-making, and foster positive change at the personal and group levels (Gruber et al., 2019). In addition, the American Psychological Association (2018) recommends that editors encourage authors to promote published articles through various social media.

4. Peer review, quality assurance, credibility, and professional recognition

Writing and publishing scientific papers enhance psychologists’ credibility and professional recognition (Kekecs, 2023). Published research papers undergo a rigorous peer-review process, ensuring that the findings are methodologically sound and meet the standards of scientific rigor. Editors and reviewers watch for plagiarism, bad or poor language, poor presentation, and ethical issues (American Psychological Association, 2018b; Dantas-Torres, 2022). By having their work published in reputable journals, psychologists gain recognition from their peers and the scientific community at large. This recognition can lead to increased opportunities for collaboration, funding, and career advancement and can help for solving different problems (Misra et al., 2017). This process contributes to the overall improvement of psychological research and maintains high standards within the scientific community.

5. Collaboration and networking

Scientific papers facilitate collaboration and networking opportunities within the field of psychology. Researchers gain visibility within the scientific community and often cite relevant papers when discussing their own work, establishing connections between different research areas and facilitating interdisciplinary collaborations. Publishing scientific papers opens doors for researchers to engage in productive discussions, share expertise, and collaborate with other experts in their field, thereby enriching their research endeavors (Ross-Hellauer et al., 2020). Publishing papers helps researchers build collaborative networks, receive feedback, and engage in scholarly discussions, all of which contribute to their professional growth and, in general, increase scientific productivity (Lee & Bozmeman, 2005; Misra et al., 2017).

6. Professional development and recognition

Writing and publishing scientific papers contribute to psychologists' professional development and intellectual growth. Engaging in writing and revising manuscripts helps researchers refine their critical thinking, analytical, and communication skills. It encourages them to critically evaluate their own work and incorporate feedback from experts in the field, leading to improvements in their research practices (Hartley, 2008). Additionally, publishing scientific papers exposes researchers to a broader range of ideas and perspectives, fostering intellectual growth and promoting a culture of continuous learning (Ross-Hellauer et al., 2020). All of these lead to an increased recognition and social impact of researchers work.

7. Influence and impact

Scientific papers in psychology have the potential to influence and impact various stakeholders. They can inform public policies, guide clinical practice, and shape public perception and understanding of psychological phenomena. By reaching a broad audience, researchers can contribute to the broader societal impact of psychological research (Ross-Hellauer et al., 2020).

8. Ethical considerations and responsible conduct

Scientific papers serve as a platform for researchers to uphold ethical standards and responsible conduct. Psychologists have an ethical responsibility to contribute to the scientific literature. Disseminating research findings allows for the replication and verification of studies, ensuring the reliability and validity of psychological research (American Psychological Association, 2017). By sharing their work, psychologists provide transparency and accountability to the scientific community and society as a whole. Furthermore, publishing research papers enables the translation of research findings into evidence-based practices, benefiting individuals, organizations, and society (American Psychological Association, 2018a). This transparency enhances the field's credibility and fosters public trust in psychological research.

9. Personal happiness and well-being

As mentioned previously, writing and publishing for psychology research have many benefits. All of them are connected with career success and professional development. Many empirical types of research show that career success has a significant relationship with happiness, psychological health, longevity, and personal well-being (Abele-Brehm, 2014; Boehm & Lymbomirsky, 2008; Kern et al., 2009; Walsh et al., 2018).

10. Conclusion

Writing and publishing scientific papers in psychology are integral to advancing knowledge, enhancing credibility, fostering collaboration, promoting professional development, and fulfilling ethical responsibilities. Psychologists should recognize the value of contributing to scientific literature and actively engage in scientific writing. Institutions, funding agencies, and professional organizations should provide the necessary support and resources to facilitate researchers' involvement in scientific communication. Encouraging researchers to engage in scientific publication is essential for ensuring the continued advancement and relevance of the field. By doing so, psychologists can contribute to the growth and progress of the field, ultimately improving psychological practices and benefiting individuals and society as a whole.

Writing is difficult work, and as any work, it comes with a lot of challenges and mistakes. However, only those who do not work do not make mistakes.

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Motivation in Adults Between 30 to 60 Years Old for Learning a Foreign or Second Language

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Abstract

Learning another language, especially English, has become quite popular in the last years. Adults have very busy lives, between work, family, and personal and economical goals, learning a language can be very challenging. The following research inquires some of the reasons that adults between 30 to 60 years old have regarding learning English as a second or foreign language. The research tool used was a questionnaire that was asked to 3 participants, all of them with different backgrounds and contexts. The research concluded different motivational factors that adult students have to learn English. Some of these factors are job opportunities, personal growth or satisfaction, and public relations. The research shows how all of the participants consider learning English as something useful in the modern world.

Keywords: motivation, adult language learning, English as a foreign language.

1. Introduction

The reasons why adults learn a language are different than the reasons children or teenagers learn a language. They do not learn because of a personal conviction. In contrast, adults have several obligations and learning a language is not always one of them, but they still do it. Even though there are cases of external motivators such as being asked by their work place or company to learn a language, or starting to live in another country, many adult students learn a second or foreign language by their own decision. Anderson et al. (2022) notice that:

“It wouldn’t make sense to think about the motivations of infant language learners: they can’t help learning whatever language they have access to. In contrast, adult language learners may have any number of different reasons to learn a language, and their motivations affect the ways they learn” (Anderson et al., 2022).

The motivational factors of adult students are significantly different to motivational factors of children or teenagers. Perera (2022) argues that “Young learners are mainly interested in learning the English language for its benefits in the future, while adult learners expect to make language a part of their disposal, so that they can use it whenever needed” (p. 1). Therefore, the perspective adopted by adult learners is clearly different from that of young learners. “Adult learners bring a wealth of experiences to the class, that helps them understand concepts, contexts quickly and understand abstract ideas” (Perera, 2022: 1). Their motivation is something worth observing and inquiring about because it can have an impact on their performance. Students’

motivation is important because it can be a predictor of learning and achievement. Hulleman and Hulleman (2018) explain that “Students who are more motivated to learn persist longer, produce higher quality effort, learn more deeply, and perform better in classes and on standardized tests.”

2. Literature review

This part of the paper will present some concepts relevant for the research.

2.1 *Motivation*

Motivation is a fundamental factor of language learning. However, defining motivation can be challenging because of how broad the concept is (Kleinginna & Kleinginna, 1981). For this reason, there are plenty of definitions for the word motivation. For example, Salvin (2001: 345, as cited in Rehman et al., 2014: 254) defines motivation as “an internal process that activates, guides and maintains behavior over time.” Similarly, Woolfolk (2013: 431) defines it as “an internal state that arouses, directs and maintains behavior.” Moreover, some authors such as Fernald and Fernald (1978), and Pribram, (1971) define motivation as, but not exclusively, a feeling that actively guides behavior, or a goal-directed activity that is impacted by a strong feeling. In other words, motivation is what makes learners want to learn.

2.2 *Types of motivation*

Motivation has been an extensively studied topic throughout the years. For this reason, there are several categorizations of motivation. Deci and Ryan (1985) have classified motivation as intrinsic and extrinsic. Intrinsic motivation refers to the desire to engage in activities because of the expectation of obtaining internally rewarding consequences such as feelings of competence and self-determination. In contrast, extrinsic motivation is defined as the desire to engage in activities because of a reward from the outside. Similarly, Woolfolk (1998, cited in Santrock, 2004: 418) believes that intrinsic motivation arises from factors such as interest or curiosity whereas extrinsic motivation involves doing something to obtain something else.

Further, another categorization of motivation has been proposed by Gardner (2001) which is the distinction between integrative and instrumental motivation. Integrative motivation refers to “an openness to identify at least in part with another language community” (Gardner, 2001: 12). Integrative motivation happens when an individual’s main goal is to be part of a new language community. Rehman et al. (2014: 255) mention that “integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture”. Learners with this type of motivation want to take a role in the new language society and connect with other members of it.

Instrumental motivation refers to a means to get social and economic reward through L2 learning. (Gardner, 2001). Individuals with this type of motivation are enhanced to obtain something in exchange for learning the language. According to Rehman et al. (2014: 255) “Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a salary/bonus or getting into college.” It can be said that learners with this type of motivation use language as a tool to upgrade their lifestyle.

2.3 Importance of motivation in language learning

Hall (2011) claims that motivation is a key factor when accomplishing any activity, but language learning is the most notorious one. He states, “It is difficult to imagine anyone learning a language without some degree of motivation” (Hall, 2011: 134). Motivation is fundamental when learning a language because “it determines the extent of the learner’s active involvement and attitude toward learning” (Ngeow, 1998: 1). The more motivation learners have, the more time and energy they would be willing to spend on their learning process. Gardner (1985) argues that motivation is the most important factor in language learning. He mentions that in order to learn a language, individuals must be in an environment that enhances motivation.

Moreover, Slavin (2014: 785) claims that “motivation is the single most impactful part of the learning process”, because adult learners tend to focus more on the reward or goal than on the process itself. Further, the author states that “motivation drives cognitive process, which in turn produces learning” (Slavin, 2014: 786). Motivation is considered the fuel for the language learning process of adult learners. Thus, motivation is what encourages students to keep learning. With this in mind, it can be said that motivation has a crucial impact in the success of L2 learning.

2.4 Adult language learning

Children’s language learning process is very different from an adult’s. Newport (2019: 1) mentions that “children and adults differ in how they acquire linguistic patterns that are productive, variable, inconsistently used, or lexically restricted”. Children learn categorical rules and follow patterns that are spread in their natural environment, even when those patterns do not have high probability to happen in their linguistic input. In contrast, adult learners reproduce mainly the probabilistic patterns presented in the input. This is one of the reasons why the outcomes of learning are quite different (Newport, 2019).

Moreover, factors such as motivation, affective blocks, and cognitive plasticity are also different in adult language learning (Ausubel, 1964). According to Litchman (2012) “child first language (L1) learning as happening implicitly, not under learner control, whereas adult L2 learners consciously apply general abstract problem-solving skills to the problem of language learning”. Adult classroom learners tend to receive less input and more explicit instruction than child language learners (Nikolov, 2009). Adult language classes tend to incorporate explicit rule instruction, extensive exposure to written language, and explicit error correction. In contrast, children are more likely to have activities that allow them to experience ‘whole-language’ input such as songs and stories in the L2.

Furthermore, children are typically less self-conscious than adults in attempting to speak the new language, which makes them less afraid of failure. With this said it is important to remark that mistakes are also different in adult language learning. Bailey et al. (1974) mentioned that mistakes made by children are “developmental” because they are similar to the mistakes they would make in their L1, whereas mistakes made by adults can be considered “interference”.

In addition, children’s intellectual capacities are wider because of the nature of their brain development stage. “Genetic and epigenetic processes, in concert with early experience, shape neuronal connections and give rise to neural circuits that enable increasingly complex mental activities” (Cantor et al., 2018). In other words, children’s brains are more malleable and thus their learning process might have less obstacles. Furthermore, because of their short age, they have fewer past frustrating experiences in academic work. As a result, they are also less likely to manifest strong emotional blocks in particular subject-matter areas than adult learners are. Lastly, another significant differentiator of adult language learning is that adult individuals have already developed preferences and specific goals towards their learning. One example of this is the fact

that adults prefer and even need more explicit or 'formal' instruction when learning a language (Krashen & Seliger, 1975).

3. The study

The current study was created under a qualitative paradigm. Teherani et al. (2015) define qualitative research as "the systematic inquiry into social phenomena in natural settings. These phenomena can include, but are not limited to, how people experience aspects of their lives, how individuals and/or groups behave, how organizations function, and how interactions shape relationships." The aim of qualitative approach in research is for the researcher to examine the reason(s) why certain events occur, how do they occur, and what does the event(s) meant for the participants of the study. The qualitative approach was best for this research because of the kind of data that could be obtained and the small number of participants providing it. Further, qualitative research cares about participants' perceptions, and it provides the opportunity to obtain a more accurate picture of the events.

The methodology, instruments of data collection, and the context and participants of the current research will be explained in the following part of the paper.

3.1 Methodology

Motivation can be a crucial factor for adult language students. For this reason, the objectives of the present study are: To discover the perspectives of a selected group of adults with different ages, backgrounds and context towards learning a second or foreign language, and to find out what are some motivational factors that affect adult students to learn a foreign language.

For the aims of achieving the research objectives the research questions are the followings:

1. What are some of the adults' perspectives towards their motivation and/or reasons for learning a second or foreign language?
2. What are some motivational factors on adults between 30 to 60 years old to learn a second or foreign language?

The method used for this research was case study. Heigham and Croker (2009) define case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context" (p. 68). Heigham and Croker (2009) also mention that there are several types of case studies, such as intrinsic, instrumental, collective or multiple, exploratory, explanatory, longitudinal and descriptive. This research used the descriptive case study, which aims only to present a detailed, contextualized picture of a particular phenomenon. Further, Hartley (2004: 323) adds that "The phenomenon is not isolated from its context but is of interest precisely because the aim is to understand how behavior and/or processes are influenced by, and influence context." In other words, participants are affected by their context as well as their context is affected by them.

It was decided to use case study because it involves an in-depth investigation of a contemporary, real-life phenomenon in its context. It permits establishing a relation between phenomena, context, and people. Additionally, it provides the opportunity to focus on one specific group of people. Thus, it is good for understanding complex issues in real-life settings, and to understand the perspective of participants in those settings.

3.2 Context

This research was carried out in Mexico. All of the participants are native Spanish speakers that are currently taking virtual classes in a private Institution. All the data collection was digital and neither the participants nor the researcher interacted face to face. This was for practical reasons because all of the participants live in different cities and have different schedules.

3.3 Participants

The study was carried out with three participants of different backgrounds, ages, and contexts which will be explained in the table below.

Table 1. Pseudonym, age, city, occupation, and level of participants.

Participants	Age	City	Occupation	Level
Romeo	44	Mexico City	Lawyer	A1
Sara	38	Querétaro	Realtor	A1
Julio	37	Monterrey	Salesperson	B1

The three participants are currently studying English in private institutions in a digital context. They spend between 8-12 hours per week studying the language. None of them have previous experience learning English.

3.4 Techniques

For the aims of this the instruments used were observation and the questionnaire with open-ended questions. Observation methods are useful to researchers in a variety of ways. Kawulich (2005: 4) argues that observation “provides researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate, and check for how much time is spent on various activities”. For this reason, observation gives the researcher the opportunity to notice things that could not be noticed any other way. It was possible to implement this instrument because of the digital nature of student’s classes. Observing their behavior in class and towards the language was helpful to provide data about the impact of their motivational factors on their performance.

Further, the questionnaire is helpful to inquire on the insights the participant might have in an organized way. “Open-response questionnaires provide a way to find out, in an unstructured manner, what people are thinking about a particular topic or issue” (Brown, 2009: 201). Students were asked to answer a Google forms questionnaire (see Appendix 1). Answering a questionnaire can have different advantages. For example, answering a questionnaire is more practical than doing an interview. Participants do not need to arrange a meeting with the researcher in order for data to be collected. Since participants were adults with jobs, families and other personal commitments to attend, this was the best way of collecting data because they could answer the questionnaire whenever they found time to do it. Another advantage is that participants might feel “safer” or less observed by answering a questionnaire instead of being recorded in an interview. This diminished the observer’s paradox, which is when the results are affected because of the fact that the participants are conscious that they are being observed.

3.5 Data analysis procedures

Heigham and Croker (2009: 210) mention that “The ultimate goal of interpreting your data is to discover patterns that are revealing and interesting.” For this reason, the process of data analysis was the following: First the data was read, and some general notes were taken, then the

data was coded, after that some themes emerged by identifying certain patterns in the data. The data was organized in a macro and then micro level data coding table, this with the purpose of analyzing and interpreting the data in a summarized way. This is called thematic analysis.

Jansen (2022) defines thematic analysis as “the study of patterns of meaning”. In other words, it is about analyzing the themes within your data set to identify meaning. “Thematic analysis is an approach for extraction of meanings and concepts from data and includes pinpointing, examining, and recording patterns or themes” (Javadi & Zarea, 2016: 34). Thematic analysis is suitable for qualitative research because it allows the researcher to inquire about participants’ insights and then provide an interpretation about them. Javadi and Zarea (2016: 34) mention that “One of the advantages of content analysis is its flexibility. A good thematic analysis can highly help in both reflecting and clarifying the reality”.

After filling the table with the information provided by the questionnaires of the three participants, patterns were discovered. Such patterns were then divided by theme and then reflected on. Javedi and Zarea (2016) define theme as “a kind of agreement that, in comparison to the main text from which the theme is extracted, is more concise, accurate, simpler and shorter” (p. 34). Researchers analyze the data and take the decision of which excerpts are worth considered patterns, then they identify the theme and, in this way, interpret the data in a systematic way. In order to be considered a theme two basic principles need to be achieved: internal homogeneity and external heterogeneity.

4. Results

The results obtained in this research will be presented organized by the themes found in the following part of the paper. The perspectives and motivational factors of adult learners in this research are expressed through the answers of their questionnaires.

4.1 *Theme 1: Job opportunities*

The first pattern was that participants commented the advantage English gives you when it comes to work life. Knowing English and being capable of communicating in the language can result to better job opportunities (Pandey & Pandey, 2014). The comment below, which was made by Romeo, illustrates his perception towards knowing English in relation to job opportunities:

“Personal improvement and better job opportunities”. (Romeo, Th.1, P1Q1)¹

According to this comment we can infer that Romeo perceives the English language as an advantage in the working environment. According to Pandey and Pandey (2014: 93) “English is the most commonly used language in the business world”. English has become an international language that is used for many purposes, and business is one of the main ones. For this reason, Romeo seems to feel that learning English can result to not only an improvement in his social life, but also on better job opportunities.

Further, Sara seems to agree with this by commenting the following:

“Job growth”. (Sara, Th.1, P2Q1)

Therefore, it seems that she is aware of the usage of the English language when getting better or more job opportunities. It can also be interpreted that Sara refers to getting higher job titles in the same occupation by using the word “growth”.

¹ Original excerpt in Spanish. Translation made by the author of the article.

Lastly, Julio suggested that learning English can provide better business opportunities and also communication ones by mentioning the following:

“Greater business and communication opportunities”. (Julio, Th.1, P3Q1)

Julio may suggest that knowing English positions yourself with other prepared people or companies. Also, he argues that “bigger” opportunities might come when you know the language.

The findings suggested that all the participants agreed on the usefulness of learning English in order to obtain better job opportunities. Having better job opportunities can be translated as being in a better economical position, which is beneficial for the participants. It can be interpreted that the participants share the idea that knowing English increases your chances of getting a better job in a multinational company within your home country or even for finding work abroad. It can be perceived that they think of English as a tool to take them one step further in business, entrepreneurship, and work in general.

4.2 Theme 2: Personal growth

It was noticeable that another motivational factor that was found to be present in all of the participants was personal growth. Romeo illustrates in the comment below how his daughters and personal beliefs impacted his desire to learn English language:

“Personal improvement, because my two daughters already have their English in C1...personally, it makes you feel different when you see one more overcome achievement, due to the advances in understanding the language. This motivates you to keep going and trust more in one's own capacity”. (Romeo, Th.2, P1Q8)

With this comment the participant expresses the inner ambition of becoming a better version of himself. It can be perceived that for him achieving the goal of learning English is more than a language gain, because it may also represent a self-esteem subject. He mentions “trusting in ones' capacity” which can be understood as feeling confident and capable of doing more things. Further, this can be an intrinsic motivation factor in the learner's process, since he mentioned that this feeling motivates him to keep learning. Perhaps he perceives English as something worth investing time too because he has seen how this language had helped people that surround him, like his daughters.

Moreover, Sara said that she has become almost obsessed with learning English:

“...it has become a fixation and I know that if I achieve it I will feel a radical change in my learning process and in my life”. (Sara, Th.2, P2Q8)

What stands out from this excerpt is that Sara perceives English as such a powerful life-changing tool. She not only explained that learning English can impact her life, but it may be interpreted that it could change her life completely. For this reason, it can be understood that she wants to keep learning and keep improving in order to see these beneficial changes in her everyday life.

Furthermore, Julio commented:

“I enjoy learning something new all the time and the challenge of achieving it is something that drives me”. (Julio, Th.2, P3Q10).

This is a valuable finding because it can be seen that for Julio it is not only the result or the consequences of learning English what he enjoys, but the actual process too. The fact that he perceives this learning process as a “challenge” can be motivating for him because it might make him feel accomplished when overcoming it.

Participants consider learning English as a goal for self-development. Recent study's findings indicate that a better command of English is directly linked with a 18% in personal happiness, and 12% in overall positive life experiences (Koundouno, 2019). The evidence showed above regarding participants' insights about their motivation has established that learning English is associated with greater personal growth. They are not doing it because of external motivation. They are learning English to achieve a personal goal and earn the satisfaction that comes with this. This is an example of intrinsic motivation, which Shaikholeslami and Khayer (2006: 814) define as "doing an activity for its inherent satisfaction rather than for some separable consequences."

4.3 *Theme 3: Trips and social relations*

Another common motivational factor among the participants was the fact that they wanted to use English for communicative purposes. This way they will feel able to speak with other people and create social bonds in their country or even in foreign countries. Romeo informed that:

"Learning English gives me a chance to relate to different people. Some of my own language with initiatives to improve or grow, and others of different nationalities that language allows me to interact with and thus expand my circle of relationships". (P1, Th.3, P1Q10)

It appears that Romeo thinks that people that share his mother tongue and have the ambition of learning English are people that are worth relating with. Saying that speaking the language gives you opportunities to relate with people that 'have improvement and growth initiatives' may be evidence that Romeo perceives English language learners as hard workers, ambitious, with thirst of success.

Agreeing with this, Sara added:

"I traveled and it was a disaster with my basic level... I want to understand and be understood in other countries". (P2, Th.3, P2Q3)

She expressed that she wanted to be understood in other places, apart from English speaking countries, that are not Spanish-speaking countries. The English Language Centre (2013) discusses that "Being able to speak English is not just about being able to communicate with native English speakers, it is the most common second language in the world". It can be noticed that Sara is aware of this situation. She knows that if she speaks English she will be able to communicate in almost every country in the world. Supporting this idea, Mahu (2012: 374) mentions that "Even if you're not going to an English speaking country, it is very likely that locals will understand you if you speak in English". This can also be perceived as a social advantage for her because she will be able to communicate with many more people.

It can be observed that the participants have a similar idea, they feel motivated to be competent in the English language because they know they can use it to communicate all over the world. Being able to communicate in English can be very useful to widen your understanding of other cultures and avoid situations of misunderstanding (Mahu, 2012).

4.4 *Theme 4: Usefulness of learning English*

Romeo, Sara, and Julio share a perspective of agreement when it comes to the usefulness of learning English. The three of them seem to add to the English language a significant level of importance when it comes to the purposes and necessities that it can cover. This is illustrated in the comment Romeo made:

"It is quite useful because today it puts you at a better job level, as communication through the English language is necessary at a global level". (Romeo, Th.4, P1Q5)

According to this comment it can be inferred that Romeo's perception of the English language might have been impacted by previous personal experiences in his job or even in his personal life. Experiences such as traveling or being a professional for a long time might be the reason he started noticing the usefulness English has in the world. He mentions the phrase 'now a days' which can lead to the understanding that he didn't perceive English the same way some years ago. However, now he has noticed a change in people's lifestyle and thus an increase on the necessity of the English language.

Further, Sara agreed with Romeo by mentioning that:

"I find it totally useful, because it opens up other scenarios, horizons and life opportunities, not just work". (Sara, Th.4, P2Q5)

Therefore, it seems that Sara has similar ideas to the ones Romeo has. She perceives English as a key to open many doors, not just in the working environment but in life in general. For Sara English is useful because learning it brings with it "life opportunities", which can be translated as new friends, partners, jobs, experiences, and more.

Finally, Julio also expressed his agreement about the usefulness on learning English by adding that:

"English is very useful for both work and personal relationships". (Julio, Th.4, P3Q5)

It can be seen that Julio also mentions both areas personal and work. Thus, for Julio English language is also a social tool, and it helps establishing relations at work, but also in his private life.

To notice the usefulness of learning English was another motivational factor that then branched to the different purposes of learning English. Participants are conscious of their perspectives toward the "status" that learning English gives you, and they agree with the advantages it can provide. In the modern world, knowing English has become more and more important because all of the perks it brings with it. It can open up employment opportunities and being able to speak the language helps to connect with more people and thus learn about other cultures, places, and lifestyles ("Why is important to learn English?", 2020).

5. Conclusion

Adult learners usually hold a clear purpose for learning English, and this has a huge impact on their motivation factors. The origin of their motivation is usually based in the context they find themselves.

Although learning English can be challenging and time-consuming, it can be noticed that for the participants of the study, it is also valuable to learn it and create many opportunities for themselves. From communication, to personal and work opportunities, participants consciously feel motivated to learn English because of what it represents to their realities. Working towards a goal that contributes to their personal growth, social life, personal enjoyment, and even work opportunities has been shown to be motivating enough for the participants to spend their time studying the language. Students are very conscious of the advantages of learning English in the modern world, additionally they use this conscious to motivate themselves to achieve their language learning goal.

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Appendix 1:

Questionnaire

Sex:

Age:

Background (place of living, occupation):

Level of English:

Hours per week dedicated to study English:

1. What are the benefits of learning English?
2. At what age did you start learning English?
3. What motivated you to start learning English in this moment of your life?
4. In the past, where you also motivated to learn English? Why? or Why not?
5. Do you consider learning English is useful in life? Explain why.
6. Can you explain how you have learned English?
7. How would you describe your process of learning another language?
8. How do you think learning English changes your current life?
9. If any, what external factors motivate you to learn English? (job, promotion, salary increase, growth opportunity, etc)
10. Do you enjoy learning English? If you do, what do you enjoy about it?





Cognitive-Behavioral Therapy (CBT) Versus Cognitive Retraining (CR) in Depression

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Abstract

Mood disorders are recurrent or episodic with significant cognitive deficits and incomplete recovery. Cognitive behavior therapy (CBT) has been a well-established evidence-based intervention, and Cognitive retraining (CR) is emerging to reduce cognitive deficits by application of techniques that improve attention, memory, and/or executive functions that enhance psychosocial functioning. **Method:** The present study compared CBT and CR delivered as independent interventions as well as combined with medicines employing pre-post intervention and experimental research design. Outcome measures were Beck Depression Inventory (BDI-II), Metacognitive Questionnaire (MCQ30), World Health Organization Quality of Life- Brief (WHOQOLBref), and Global Assessment of Functioning (GAF). **Results:** CBT group statistically had highest QOL supported by environment and global functioning. The change in mean scores on outcome measures was greater for CR groups. **Conclusion:** CR with or without medicine is a feasible treatment option when CBT promulgation is inhibited by patient, therapist, or environmental variables.

Keywords: CBT, CRT, depression, metacognition, QoL.

1. Introduction

Depressive disorders are recurrent or episodic depending upon the symptom's severity, persistence, and dysfunction caused by the illness. Distinguishing between the different grades of severity in depression; three grades of mild, moderate, and severe, have been specified (World Health Organization, 1982). However, it rests upon a clinical judgment as the grade or severity is determined by the number, type, and severity of the symptoms presented in a patient. Lifetime prevalence estimates of mood disorders are 20.8% and the median age of onset is 30 years (Kessler et al., 2005). Many persons are disabled with depressive disorders as complete inter episode complete recovery is rare and usually characterized by the residual symptoms. There is sufficient literature to highlight the role of cognitive deficits in the poor functioning of patients contributing to frequent relapses (Manove & Levy, 2010; Monkul et al., 2007;). Cognitive deficits are well known to have a significant role in clinical as well as functional outcomes, these devolve

the cognitive triad and socio-occupational dysfunction thwarting the complete recovery (Kennedy et al., 2007; Mehta et al., 2014). The cognitive deficits have been further linked with increased rumination, a characteristic of depressive disorders (Whitmer & Gotlib, 2013). The narrowing of cognitive focus due to rumination, identified as a cognitive attentional syndrome (CAS), contributes to the depressogenic cognitions and is mediated by dysfunctional metacognitive beliefs (Hagen et al., 2017; Jelinek et al., 2017).

Attention is the most elementary cognitive function that is compromised in a state of distress, and lack of attention inhibits the utility of contextual factors and therefore the interpretations are circled by the negative view of self, others, and the future (Zetsche et al., 2012). This type of self-absorption justifies the attention and self-confirmatory biases reinforced by positive dysfunctional metacognitive beliefs (Huntley & Fisher, 2016). Whereas the negative beliefs center around the helplessness and persistence of maladaptive coping without any hope to adopt the adaptive coping to change the situation or resulting consequences.

There are potent treatments available for depressive disorders but these are not curative and only symptomatic management is viable. The advancements in cognitive theory identified distorted thinking as a characteristic of depression. The earliest use of the cognitive model was rational-emotive therapy, developed by Ellis who attributed the development of depression to the presence of absolute, rigid rules and failure to live up to these expectations leading to depression. Further, Beck emphasized the standardization of the treatment by combining the cognitive model with behavioral approaches and the submission of the intervention to scientific evaluation (Hofmann et al., 2012). Cognitive therapy (CT), commonly known as cognitive behavior therapy (CBT), and variants are now the most researched forms of psychotherapeutic interventions. Since the advent of third-wave therapies, the role of mindfulness and attentional training programs have been highlighted in the literature (Batmaz et al., 2021; Öst, 2008). Both these techniques (mindfulness and attentional training) emphasize attention regulation, that is, reducing the focus on internal experiences by being mindful. This, reduced focus, then alters the cognitive processes resulting in symptom reduction and boosted functioning (Ramel et al., 2004; Sharpe et al., 2010).

Cognitive retraining (CR) is a form of behavioral intervention that aims to reduce cognitive deficits by application of techniques and procedures that improve attention, memory, language, and/or executive functions by utilizing a variety of manual as well as computerized exercises or programs (McGurk et al., 2007; Wykes et al., 2011). The neuro-cognitive domains which are usually considered for retraining include: attention and concentration retraining, memory retraining, visual and spatial perceptual abilities, language and verbal skills, organizational skills retraining and executive skills, social skills, and metacognitive skills. Despite this, no rigorous attempt has been made to incorporate cognitive retraining interventions in patients with depression. However, in the last decade, there has been an increase in the number of studies, meta-analyses, and reviews, which identify the cognitive deficits, associated with mood disorders (Evans et al., 2014). CBT aims to alter the content while mindfulness-based interventions alter the cognitive process, but CR mediates both content and process through enhanced cognitive functions. There has been adequate literature highlighting effectiveness of cognitive retraining approaches in various psychiatric conditions and non-psychiatric conditions (Buhlmann et al., 2006; Stevenson et al., 2002). However, these findings have been inconclusive due to the limitations in methodology still cognitive retraining is an emerging treatment (Churchill et al., 2013; Öst, 2008). The current study attempts to deliver cognitive retraining in patients with unipolar depression and compare its effect with CBT. The study will have expansive clinical implications, as it will provide alternative to CBT. CR can be a feasible option that can address the barriers (Intelligence, sophistication, delivery by a specialist, etc.) in delivery of CBT.

2. Methods

2.1 Participants

The study employed intervention and experimental research design controlled by having four groups (Singh, 1998). Eighty participants were recruited from the Behaviour Therapy (BT) unit of the outpatient department (OPD) of Psychiatry of a government tertiary care teaching hospital located in an urban area. The non-probability sampling method of convenience sampling was used to recruit the participants who were randomly assigned to 4 groups namely; Cognitive Behavior Therapy (CBT), CBT along with pharmacological treatment (CBTm), Cognitive Retraining (CR), and CR along with pharmacological treatment (CRm; Singh, 1998). The patients with a diagnosis of depressive disorder were referred for psychotherapy by the Psychiatrist to the BT Unit. After entering in the BT record keeping register, those with odd numbers were assigned to cognitive-behavioural groups (CBT and CBTm) and even-numbered to cognitive retraining groups (CR and CRm). Further, the odd-numbered ones put on medication were assigned to CBTm while those referred for only therapy were assigned to CBT group. Similarly, even-numbered medicines were put to CRm groups and otherwise.

Males and females between 20-45 years age with a minimum of 10 years of formal education, having clinical diagnosis of depressive disorder were included. Whereas those with psychiatric co-morbidity, severe depression, suicidality, clinical evidence of intellectual disability, suffering from any terminal illness, neurological condition, history of head injury, or having received electro-convulsive therapy (ECT) or any evidence-based psychotherapy currently or in the last 6 months, practicing yoga/meditation/art of living currently or in last 6 months were excluded.

2.2. Instruments

2.2.1 Mini-International Neuropsychiatric Interview (MINI 7.0.2; Sheehan et al., 1998)

It is a short structured diagnostic interview developed for DSM-III-R and ICD-10 psychiatric disorders. MINI 7.0.2 is a revised version for both DSM-5 and ICD-10 diagnostic criteria. It assesses the most common psychiatric disorders.

2.2.2 Beck Depression Inventory (BDI-II; Beck et al., 1996)

Assesses the severity of depression using 21 items on 4-point Likert scale with scoring ranging from 0 to 3. The total maximum score comes up to 63 and requires 5 to 10 minutes to complete.

2.2.3 Metacognitive Questionnaire (MCQ30; Wells and Cartwright-Hatton, 2004)

It assesses the metacognitive model of psychological disorders. It includes 30 items rated on 4-point Likert scale from 1 to 4. The subscales assessing metacognitive beliefs include; positive beliefs about worry, negative beliefs about the uncontrollability of thoughts and danger, beliefs about the need to control thoughts, cognitive confidence, and cognitive self-consciousness. It takes around 25 to 30 minutes to complete.

2.2.4 *World Health Organization Quality of Life- Brief (WHOQOLBref; Saxena et al., 1998)*

It's a 26-item shorter version of the WHOQOL-100. It has four domains of quality of life: (i) physical; (ii) psychological; (iii) social relationships; (iv) environment. It enquires about the quality of life in the 'last 2 weeks' rated on a 5-point (0-5) scale. The scale is useful for clinics with a high patient load as it takes only 5-8 minutes to complete.

2.2.5 *Global Assessment of Functioning (GAF; Blacker, 2000)*

It is Axis V of the internationally accepted Diagnostic and Statistical Manual of Mental Disorders, fourth edition text revision. It scores the severity of psychopathology and the degree of psychological, social, and occupational functioning on a 10-point interval scale. It is a generic measure of how a patient is doing than a diagnosis-specific scoring system.

2.3 *Procedure*

The Ethics Committee of the Institution approved the study (GMCH/IEC/2019/316). The psychiatrists referred the patients of depressive disorders for psychotherapy to the Behaviour Therapy (BT) unit of the department. The researcher approached consecutive patients to seek consent to participate following declaration of Helsinki (World Medical Association, 2013). The researcher recorded the socio-demographic and clinical details of those who consented. Those included as per the defined criteria were administered MINI 7.0.2 for ruling out comorbid psychiatric disorders and for objective assessment of depressive disorders. Those who fulfilled the criteria for either major depressive episode (MDE) or recurrent depressive disorder (RDD) and had no psychiatric comorbidity were included. Likewise, researcher administered BDI-II; who scored 14-28 suggesting mild to moderate depression were included (Smarr and Keefer, 2011). Those with severe depression (score >28) were excluded and psychotherapy service was initiated for them. Once recruited in the study, pre-assessment was carried out for each participant on all the outcome measures namely; MCQ 30, WHOQOLBref and GAF.

Further, the appointment for therapy session was scheduled with each participant to be delivered in an individual face-to-face session. Those assigned to either CBT/CBTm groups were disseminated the session wise module of CBT displayed in Table 1 (Appendix). While CR was introduced to the respective participants with a standard set of instructions emphasizing the importance of improved brain functioning in reducing symptoms. Further, the process of weekly sessions and performing tasks at home monitored by a family member were explained. A face-to-face session was scheduled every 7th day as progress was made to a new module. In this manner, all six modules were delivered, and data were collected procedurally (Figure 1).

The incentive offered to all the participants was assistance in OPD registration and instant psychiatry consultation after bypassing the queue up to 6 months. On the other hand, those who had not been on any medication, they themselves were willing and motivated to be part of the study, but they were offered to be helped in OPD card registration up to 3 months in any OPD of the Hospital; also, they were informed treatment duration will be longer than the intervention study. Once the CBT or CR sessions were completed as per the module, the post-assessment was carried out for those who continued to visit OPD psychiatry excluding the dropped-outs. However, after the termination of the study, the patients continued to follow up in OPD Psychiatry for pharmacology and psychotherapy services.

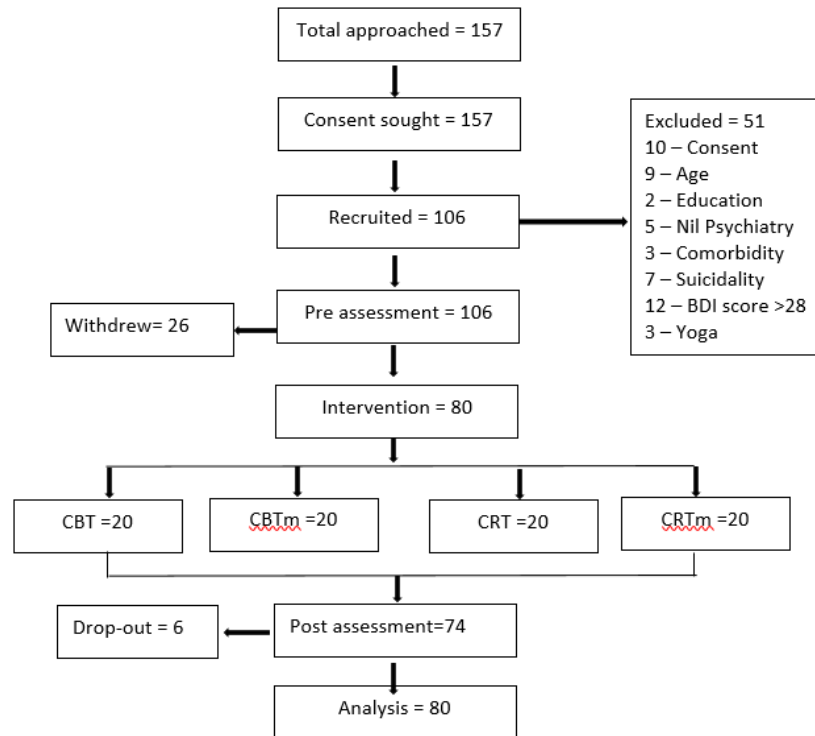


Figure 1. CONSORT Diagram

2.4 Intervention

The CBT module included ten sessions and was adapted by incorporating various techniques for the study (Freeman & Pretzer, 1990; Somers & Querée, 2007). Table 1 shows the scheme of the 10 sessions of CBT intervention. The tasks included in the 6-week module of CR were taken from the home-based CR module for schizophrenia developed for the Indian population by researchers at the National Institute of Mental Health and Neurosciences (NIMHANS; Hegde et al., 2012). The CR used in the current study comprised 42 sessions spread over six weeks utilizing 112 total tasks as described in Table 2.

2.5 Data analyses

The data were analysed using the software for statistics and data science Stata/IC version 16. The analysis of covariance (ANCOVA) calculated to control confounding variables such as diagnosis, number of episodes of depression, and duration of illness. Propensity score matching employed to overcome the limitation of purposive sampling by comparing each case to its nearest neighbor match (Austin, 2011). Cohen's *d* determined the effect size of these changes in response to the intervention (Sawilowsky, 2009). Multivariate analysis of variance (MANOVA) was computed to compare the differences in the dependent variables by comparing the four groups of treatment.

3. Results

The participant characteristics in all the four groups are shown in Table 3. For one-way MANOVA, assumptions were tested, and no significant outliers were found as Table 4 showed

the correlations among all the dependent variables were in a moderate range implying the assumption of MANOVA is tenable. The result of MANOVA yielded that there was a significant difference in all four groups; CBT, CBTm, CR, CRm, on the combined dependent variables (Pillai's trace=.979, $F [36, 201] = 2.70$, $p < .001$, partial $\eta^2 = .326$, observed power = 1.00). This implies there was a significant difference among all four treatments and concludes that participants' scores on outcome measures significantly differed based on the type of treatment they received. The effect size was large ($\eta^2 > 0.14$). The observed power of 1.00 indicates that there was a 100% chance that the results would have come out significant and 33% ($\eta^2 = .326$) of this variation is attributed to the treatment option.

Thereafter ANOVA was computed (Table 5). ANOVA was interpreted at .05 level of significance (Table 5). The main effects were significant for symptom severity (BDI-II, $F [3,76] = 3.685$, $p < .05$, partial $\eta^2 = .127$, observed power=.783); negative dysfunctional beliefs (NEG $F [3,76] = 2.985$, $p < .05$, partial $\eta^2 = .105$, observed power=.684); psychological (PSY $F [3,76] = 2.939$, $p < .05$, partial $\eta^2 = .104$, observed power=.676) and environment (ENV $F [3,76] = 3.614$, $p < .05$, partial $\eta^2 = .125$, observed power=.775) factors of quality of life (WHOQOLBREF); and global functioning (GAF $F [3,76] = 18.439$, $p < .001$, partial $\eta^2 = .421$, observed power=.100). The effect sizes for ANOVA varied (Table 5). The small effect size for symptom severity revealed that 13 % of the variance in symptom severity ($\eta^2 = .127$) was accounted for by the type of treatment and there would have been 78% chances for this variation. Similarly, small effect sizes were observed for negative dysfunctional beliefs and psychological and environmental factors of QOL with 10%, 10%, and 13% of the variance respectively that accounted for differences in treatment. The observed powers imply that 68%, 68%, and 77% chances that the result would be significantly different for all four group analyses for these dependent variables respectively. The large effect size was seen for global functioning and 42% of the variance could be accounted for differences in treatment groups, and 100% chance that results would have differed on group analysis.

Lastly, posthoc comparisons, to evaluate the pairwise differences among group means were conducted (Table 6). Tests revealed significant pairwise differences on symptom severity ($p < .05$) and psychological QOL ($p < .05$) between CBTm and CRm; environment ($p < .05$) factor of QOL between CBT and CR; and global functioning ($p < .001$) between CBT and CBTm as well as between CBT and CR. Upon observing the mean scores, participants in CRm group had the least severity of depression and the highest score on psychological QOL. While CBT sample had the highest QOL supported by environment factor and the highest global functioning.

4. Discussion

There were significant differences in the outcome measures in response to the treatment options. The participants in CRm group had shown the least severity of depression and the highest psychological QOL. While CBT group had the highest QOL supported by the environment and the highest global functioning. However, the mean scores of dysfunctional metacognitive beliefs were lower in CR/CRm groups than CBT/CBTMs groups except for the need for control which is primarily a characteristic of the anxious or worrisome thinking as seen in anxiety or compulsive disorders than a depressive cognitive phenomenon (Wells, 2009). Though these differences were not statistically significant they account for the medium effect size ($\eta^2 \geq 0.06$), excluding the need to control thoughts, and cognitive confidence. CBT has been the gold standard treatment for depressive disorders, though some of the comparative studies show third-wave therapies to be superior but most of the studies conclude CBT to be similarly effective (O'Connor et al., 2018; Samaan et al., 2021). Third-wave therapies are considered an advancement in how fMRI was the next step after MRI, as these focus on higher-order processes of human functioning such as metacognition, meta-emotions, etc. The advances in science have been leading to the unfolding neural basis of all human behaviors and cognitive functions to be at the core of all

cognitive processes, including cognitions and metacognitions (Papeleontiou-louca, 2003; Shimamura, 2000). The discoveries of neuropsychology have enlightened the professionals to understand the connections between behaviors and their corresponding brain areas, enhancing their knowledge of discretion as well as the plasticity of the brain. The findings have paved the way for decreasing suffering and increasing functioning through techniques that enhance brain functions (Edgar et al., 2009; Jeon et al., 2018). The improved attention, planning, organization, working memory result in enhanced problem solving and decision making that facilitates day-to-day functioning (Ball et al., 2002). The findings of the current study showed CR results were superior to CBT, few outcomes not being statistically significant though, but CR is known to mediate through decreased rumination and hence more attention or mental energy is available for listening, reading, planning the day and sequence of tasks which ultimately enhances day-to-day functioning providing a sense of worth and task completion leading to increased confidence (Hilt et al., 2014). This counters the cognitive triad and alleviates symptoms through enhanced functioning.

5. Conclusion

Cognitive retraining is an effective treatment and is a feasible option to enhance service delivery whenever there are barriers in delivery of CBT. The results of CR were promising but cannot be generalized due to limitations in methodology including small sample size, no neurocognitive outcome measure. The future studies can explore effectiveness of CR through randomized control trials and comparative studies with third-wave therapies as well various other modes of CR itself.

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Appendix

Table 1. Scheme of weekly sessions of cognitive behaviour therapy (CBT) module in depressive disorders

Ss	Goal of session	Content of sessions
1	Psychoeducation	Introducing CBT. Informative model of psychoeducation Homework assigned to read brochures or pamphlets on depression. Explaining relationship among cognition-affect-cognition (CAC). Summarize and terminate the session.
2	Initiate CBT	Feedback on homework and continue psychoeducation. Goal setting. Activity scheduling and guided imagery (GI) techniques. Homework- regular practice of GI and maintain record of activities followed. Summarize and terminate the session.
3	Introduce DTR	Feedback and Review. Psychoeducation continues Introduce dysfunctional or daily thought record (DTR). Homework assigned – GI practice, activity scheduling, and to maintain DTR. Summarize and terminate.
4	Cognitive errors	Feedback and Review. Psychoeducation continued using DTR and strengthening understanding of CAC. Discuss cognitive errors. Homework – GI practice, activity scheduling continued and to maintain DTR. Summarize and terminate.
5	Identify and label cognitive errors	Feedback and Review. Identifying and labelling of cognitive errors in DTR. Homework – GI practice, activity scheduling and to label in DTR. Summarize and terminate.
6	Cognitive restructuring	Feedback and Review. Identify cognitive errors in DTR and label. Use cognitive techniques to challenge the cognitive errors. HW – GI practice, activity scheduling, DTR labelling, cognitive technique reading Summarize and terminate.
7	Cognitive restructuring	Feedback and Review. Cognitive restructuring continued. HW – GI practice, activity scheduling, labelling, challenging and altering thought. Summarize and terminate.
8	Cognitive restructuring	Feedback and Review. Recognize barriers and techniques used in challenging of thoughts. Cognitive restructuring continued. HW – GI practice, activity scheduling, labelling, challenging and altering thought. Summarize and terminate.
9	Termination	Feedback and Review. Strengthen cognitive restructuring. Introduce termination of the study.
10	Termination	Feedback and Review. Summarize CBT process. Post-assessment carried out.

Ss: Sessions.

Table 2. Distribution of tasks of 6-week CR module

Wk	Domain	Tasks	Task description
1	Attention (Attn)	Number Connection (NC)	Participant connects numbers (1-50) in a sequence which are randomly presented in space in a box on an A4 sheet. The numbers increase thru week 1 to 3.
	Working Memory (WM)	Digit Sequencing (DS)	Two-digit numbers are presented and the participant is required to repeat immediately. The difficulty level has 2-digit numbers from 3 to 10.
	Mental Speed (MS)	Letter Symbol Substitution (LSS)	An A4 sheet had boxes split in two parts, upper half has an alphabet and lower half was left empty for the participant to match the symbol for each alphabet, given in a row on top the sheet, and pen it down (5 rows).
2	Attn	NC	As above (1-75).
	WM	DS	As above (3-10).
	MS	LSS	As above (10 rows).
3	Attn	NC	As above (1-100).
	Information processing (IP)	Grain Sorting (GS)	The task requires the participant to sort 2 types of grains (Beans and split chickpeas), A 100 gram amount of each grain was used.
4	WM	Calculation (Cal)	Ten numerical problems are solved using addition, subtraction, division and multiplication.
	Attn	Letter Cancellation (LC)	Participant cancels 2 letters appearing among randomly presented English alphabets on an A4 sheet (42 rows, 53 columns).
	IP	GS	As above (Green gram and rice).
5	WM	Cal	As above (10 Problems).
	Attn	LC	As above (42 Rows, 53 Columns).
6	Planning (Pl)	Mazes (Mz)	Participant moves through two mazes presented in square of 9.53 cm each without lifting pencil avoiding alleys.
	Attn	LC	As above (60 Rows, 60 Columns).
	Pl	Mz	As above.

Wk = week, cm = centimeters.

Table 3. Participant characteristics

Variable	CBT			CR
	CBT	CBTm	CR	CRm
Age	28 ± 9.26	30.6 ± 9.21	27.1 (6.45)	30.35 (9.50)
Education (years)	15 ± 1.52	14.45 ± 1.67	15.4 (1.79)	14.65 (2.11)
Sex	Female	13 (65.0)	12 (60.0)	11 (55)
	Male	7 (35.0)	8 (40.0)	10 (50)
Diagnosis	MDE	14 (70.0)	6 (30.0)	11 (55)
	RDD	6 (30.0)	14 (70.0)	9 (45)
	0	14 (70.0)	6 (30.0)	11 (55)
Episodes	1	4 (20.0)	7 (35.0)	6 (30)
	2	2 (10.0)	7 (35.0)	5 (25)
Severity	Mild	9 (45)	5 (25)	4 (20)
	Mod	11 (55)	15 (75)	6 (30)
DOI (Months)	26.2 ± 22.04	50.9 ± 31.79	33.85 (36.24)	46.3 (71.78)
Number of sessions	9.8 ± .89	8.85 ± 2.08	111.05 (2.37)	109.75 (4.59)

MDE = major depressive disorder, RDD = recurrent depressive disorder, Mod = Moderate, DOI = duration of illness

Table 4. Pearson correlations, Means and SDs associated with outcome variables

Measures	1	2	3	4	5	6	7	8	9	10	11	12	M	SD
1BDI-II	1	-	-	-	-	-	-	-	-	-	-	-	7.50	6.11
2 MCQ30	.28*	1	-	-	-	-	-	-	-	-	-	-	46.34	12.32
3 POS	.19	.57**	1	-	-	-	-	-	-	-	-	-	8.05	2.33
4 NEG	.58**	.60**	.16	1	-	-	-	-	-	-	-	-	10.93	4.07
5 CC	.27*	.83**	.51**	.45**	1	-	-	-	-	-	-	-	8.09	3.29
6 NC	.24*	.85**	.57**	.42**	.67**	1	-	-	-	-	-	-	8.52	3.36
7 CSC	.02	.80**	.26*	.33**	.54**	.64**	1	-	-	-	-	-	11.14	4.30
8 PH	-.53**	-.35**	-.26*	-.43**	-.36**	-.35**	-	1	-	-	-	-	25.66	3.95
9 PSY	-.58**	-.20	-.20	-.46**	-.22*	-.18	.12	.68**	1	-	-	-	20.01	3.73
10 SR	-.47**	-.13	-.14	-.30**	-.15	-.16	.12	.57**	.68**	1	-	-	9.99	1.86
11 ENV	-.25*	.01	-.29**	.01	-.07	-.16	.18	.43**	.49**	.53**	1	-	27.98	5.17
12 GAF	.04	.24*	.14	.13	.15	.10	.19	.07	.10	.19	.27*	1	75.13	9.01

* $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$

M = mean, SD = standard deviation, BDI-II = Beck depression inventory, MCQ-30 = metacognition questionnaire, POS = positive belief about worry, NEG = negative beliefs about uncontrollability and danger of worry, CC = cognitive confidence, NC = need for control, CSC = cognitive self-consciousness, QOL = World Health Organization quality of life brief, PH = physical, PSY = psychological, SR = social relations, ENV = environmental, GAF = global assessment of functioning.

Table 5. One-way ANOVA with outcome measure as dependent variable (DV) and treatment as independent variable (IV)

Measures	Levene's		ANOVAs			CBT		CBTm		CR		CRm	
	F(3,75)	p	F	p	η^2	M	SD	M	SD	M	SD	M	SD
BDI-II	2.73	.050	3.68	.016	.127	7.25	5.38	10.95	7.27	6.80	5.68	5.00	4.61
MCQ30	.23	.874	1.80	.155	.066	51.65	11.26	45.45	13.65	43.45	12.87	44.80	10.49
POS	2.51	.065	1.89	.138	.069	8.75	2.71	7.10	1.86	8.35	2.16	8.00	2.34
NEG	3.24	.027	2.98	.036	.105	12.25	3.61	12.15	4.44	10.10	5.01	9.20	1.96
CC	1.27	.290	.62	.605	.024	8.60	2.87	8.45	4.29	8.00	3.46	7.30	2.32
NC	.40	.753	.58	.631	.022	9.10	2.57	7.80	3.43	8.35	3.73	8.85	3.67
CSC	.74	.531	1.84	.147	.068	12.95	4.63	10.45	4.39	10.05	3.82	11.10	4.05
PH	.96	.417	2.39	.075	.086	26.40	2.84	23.70	4.29	26.00	4.04	26.55	4.04
PSY	1.77	.161	2.94	.038	.104	20.45	3.19	18.20	4.74	19.90	3.11	21.50	3.07
SR	1.71	.171	2.68	.053	.096	10.15	1.35	9.40	1.73	9.55	1.50	10.85	2.43
ENV	2.01	.120	3.61	.017	.125	30.80	4.20	27.50	5.09	25.75	3.77	27.85	6.28
GAF	1.70	.173	18.44	.000	.421	84.45	6.23	73.85	5.13	68.45	9.58	73.75	6.20

* $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$

BDI-II = Beck depression inventory, MCQ-30 = metacognition questionnaire, POS = positive belief about worry, NEG = negative beliefs about uncontrollability and danger of worry, CC = cognitive confidence, NC = need for control, CSC = cognitive self-consciousness, QOL = World Health Organization quality of life brief, PH = physical, PSY = psychological, SR = social relations, ENV = environmental, GAF = global assessment of functioning.

Table 6. Mean differences in outcome measures between treatment groups

Measures	CBT vs CBTm	CBT vs CR	CBTm vs CRm	CR vs CRm
BDI-II	-3.70	.45	5.95*	1.80
MCQ30	6.20	8.20	.65	-1.35
POS	1.65	.40	-.90	.35
NEG	.10	2.15	2.95	.90
CC	.15	.60	1.15	.70
NC	1.30	.75	-1.05	-.50
CSC	2.50	2.90	-.65	-1.05
PH	2.70	.40	-2.85	-.55
PSY	2.25	.55	-3.30*	-1.60
SR	.75	.60	-1.45	-1.30
ENV	3.30	5.05*	-.35	-2.10
GAF	10.60*	16.00*	.10	-5.30

* $p \leq .05$. ** $p \leq .01$. *** $p \leq .001$

BDI-II = Beck depression inventory, MCQ-30 = metacognition questionnaire, POS = positive belief about worry, NEG = negative beliefs about uncontrollability and danger of worry, CC = cognitive confidence, NC = need for control, CSC = cognitive self-consciousness, QOL = World Health Organization quality of life brief, PH = physical, PSY = psychological, SR = social relations, ENV = environmental, GAF = global assessment of functioning





Father Involvement to Emotional Intelligence in Junior High School Students After Online Learning During the COVID-19 Pandemic

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Abstract

The focus of this study is on Father Involvement and Emotional Intelligence, with the aim of this study to examine whether or not there is an influence of father involvement on emotional intelligence in junior high school students after learning online during the COVID-19 pandemic. This study uses a quantitative approach with a correlational research design, namely analyzing the presence or absence of the influence of variable IV on DV. This study used non-probability sampling techniques and saturated sampling types. The population in this study is grade 7 junior high school students who attend SMP X in Jakarta with a total of 177 students.

Keywords: emotional intelligence, father involvement, junior high school student.

1. Introduction

Junior high school students are in the transition phase of late childhood to early adolescence. Physical changes that occur go hand in hand with emotional changes experienced. In this adolescent phase, junior high school students should be able to recognize the emotions they feel. Then express it appropriately. However, the phenomenon that occurred from the data of the psychologist practice desk that researchers handled from October 2022 – January 2023, based on consultation data on 11 parents of junior high school students that the complaints submitted by parents (mothers) varied among them some said that their children cried easily when disturbed by friends at school, often panicked when they wanted to go to school but when asked did not know the reason. Children often feel lonely at school even though there are many friends in class, children are often sad to hold back their feelings, when doing assignments easily give up and even to the point of running away from school, there are also other cases of children when forbidden something at home by parents respond to it.

The above problem phenomenon is related to emotional problems experienced by students, and shows the inability of students to recognize and express their emotions when in uncomfortable situations. This relates to students' emotional intelligence in overcoming everyday problems faced both at home and at school. Emotional intelligence is the ability of individuals to recognize and understand the feelings of themselves and others, then be able to motivate themselves, and be able to control emotions properly and appropriately in themselves and others in order to maintain relationships (Goleman, 2003).

This phenomenon is also supported by research conducted by Kaligis (2021) that some of the causes of adolescent emotional instability are due to the start of reproductive hormone activity, ongoing brain development, and the formation of self-identity. Coupled with the pandemic, where there is more interaction with gadgets than communication and direct interaction with people around. So that children have difficulty understanding their emotions, the emotions of others, it is easier to be surprised to see emotional responses from others because previously more often saw emotional expressions through words on social media than seeing direct expressions of other people's faces.

Kaligis (2021) also said in his research that through an online survey of 393 adolescents conducted in his research, it was found that 96.4% of subjects did not understand how to deal with stress due to problems they often experienced. In fact, 51.4% ended up hurting themselves or even becoming discouraged and ending their lives (57.8%). The inability to recognize one's emotions and cope with the emotions experienced results in damage in the form of self-harm in adolescents/students.

In another study conducted by Komala et al. (2020) in 93 adolescents of SMAN 2 Rangkasbitung through their descriptive research with electronic survey techniques from May to July 2020 that 27.96% (26 adolescents) experienced emotional problems. According to him, the emotional state of adolescents is in a period of "storm" and "stress", which is a time when the emotional state rises. This is in line with the phenomenon that occurred in SMP X, from the observations seen the lack of empathy of students to other friends such as when there are friends who are busy cleaning the class but most of the students are busy chatting and do not take the initiative to help. Not only that, students in SMP X also give up easily when doing difficult tasks, and their social skills are also problematic, such as being less able to interact with each other, more irritable by the words and attitudes of other friends.

Cases like this must be overcome because if it continues, it will have an impact on student achievement and also have an impact on the future of students. As stated by Vahedi and Nickdel (2011), that intelligence other than non-cognitive intelligence such as emotional intelligence is very important to predict students' ability to succeed in life.

The phenomenon of emotional problems in students can be prevented and overcome by improving the relationship of father with child. Like a study conducted by Dewi and Kristiana (2017) entitled the relationship between the perception of father's involvement in parenting with emotional intelligence in grade X male students of SMK Negeri 4 Semarang conducted on 211 male students from the results of regression analysis, it is known that the higher the *perception of father's involvement in parenting, the higher the emotional intelligence of male students* of grade X SMKN 4 Semarang. From this study, it is also known that 12.4% of emotional intelligence is influenced by the perception of father's involvement in parenting. Dewi and Kristiana (2017) hope that the results of this research can be a consideration for students, parents, schools and reference providers for future research. For this reason, the novelty of our research is that the subjects we studied were junior high school subjects and were in Jakarta where Jakarta is the capital where most fathers spend a lot of time working all day. For this reason, we were interested in examining the involvement of fathers on students' emotional intelligence in junior high school students in Jakarta.

Another novelty of this study is that it was carried out after students studied online and distance learning for two years 2020-2022 made children interact a lot with cyberspace, express emotions indirectly through cyberspace such as social media, of course it is different when learning directly to meet friends and teachers at school. Emotional problems that occur in adolescence are increasing with online intensity during the COVID-19 pandemic. As revealed by Herawati and Utami (2022) that technological advances and easy internet access provide adolescents with addiction to the internet. The results of his study on 58 selected subjects with

purposive sampling techniques obtained a fairly strong correlation between the level of internet addiction with emotional and behavioral problems in adolescents. He concluded that the increasing addiction of adolescents to the internet increases emotional and behavioral problems in adolescents.

Adolescence is a critical period in human development since the individual begins to establish a position towards the world during this adolescent period. Therefore, the family became the first school where all emotional lessons were studied. Shylla and Bapu (2021) in their study entitled *Emotional Intelligence and Perceived Styles among Late Adolescents* conducted on 129 subjects (92 women and 37 men) aged 18-24 years, it was found that maternal and paternal independence was significantly related to the development of emotional intelligence in late adolescence. However, no significant gender differences were found among late adolescents between emotional intelligence and perceived parenting styles. The study also found that adolescent boys have higher scores in emotional intelligence than women.

In Kapas and Wikelund's research in Vahedi and Nickdel (2011) affirmed that the more intensively parents are involved in their children's learning, monitoring and encouraging children to actively participate in school, parents are involved in teacher and parent interaction, parents guiding children to respond to their environment will have a positive impact on children's achievement in school.

In another study conducted by Hidayat and Hastuti (2022) using an explanatory research design on 289 first-year students who lived completely with both parents, it was found that the role of father's parenting had a positive effect on character strength, and the role of father's parenting had a positive impact on positive emotional responses in students.

2. Method

2.1 *Research design*

The method used in this study is a quantitative method by conducting a regression test to see the influence of variable "father involvement" on emotional intelligence in junior high school students in Jakarta after learning online during the COVID-19 pandemic.

2.2 *Research measuring tools*

2.2.1 *Emotional intelligence measurement tool*

In measuring emotional intelligence, Goleman's *refinement model of emotional intelligence*, from Goleman (2003) developed by Khaili (2011) consists of 28 items.

2.2.2 *Father involvement measuring tool*

In measuring the *father involvement* variable, a measuring instrument is used based on dimensions from the theory of Gony and Dullman (2010) developed by Risnawati et al. (2021) which refers to the three dimensions of the theory of Gony and Dullman (2010).

2.3 *Population and sample*

The population of this study is junior high school students from one of the junior high schools in the East Jakarta area. The sample in this study was 7th grade junior high school students

with a total of 177 students. The sampling technique used is *saturated sampling* so that the entire research sample is used as research subjects.

2.4 Data analysis methods

2.4.1 Validity test

The validity test is carried out by item analysis, which correlates the scores on each item with the total score. The validity test calculation uses the product moment correlation technique from Pearson which calculates it using SPSS (Statistical Program for Social Science) version 24 for Windows.

Reliability test. To measure instrument reliability tests using the Likert scale are measured using the Alpha Cronbach (α) reliability coefficient formula. The instrument is said to be reliable if it obtains a value of (α) > 0.6.

3. Results

Research demographic data. From the results of research on 177 junior high school students at SMP X, demographic data in the form of gender and age are known as follows.

Table 1. Subject demographics by sex and age

Gender	Frequency	Percentage
Male	91	51,4%
Female	86	48,6%
	177	100%
Age	Frequency	Percentage
13 years old	33	18,6%
14 years old	132	74,6%
15 years old	12	6,8%
	177	100%

It can be seen from Table 1 above that the number of male students is 51.4% (91 students) and the number of female students is 48.6% (86 students). Shows that there are more male students (91 male students) than female students (86 female students). Then, based on the age of the subjects, students aged 13 years 18.6% (33 students), aged 14 years 74.6% (132 students), and aged 15 years 6.8% (12 students). The highest number of students at the age of 14 years 74.6% (132 students).

Descriptive analysis. Descriptive analysis was carried out to determine empirical descriptive data from the results of this study. The data can be seen in the table below.

Table 2. Statistical descriptive data

Scale	Xmin	Xmax	SD	Mean
<i>Father Involvement</i>	56	179	22,468	128,57
<i>Emotional Intelligence</i>	43	86	9,486	64,73

It can be seen that the minimum value on the father involvement scale is 56, and the maximum value is 179, then the standard deviation is 22.468 and the mean value is 128.57. While

on the emotional intelligence scale, the minimum value is 43, the maximum value is 86, the standard deviation value is 9.486, and the mean value is 64.73.

3.1 Normality test

Before the hypothesis test is carried out, a normality test is first carried out to determine whether the research data used is normally distributed or not. This normality test uses the calculation of 1-Sample KS and obtained the following results:

Table 3. Normality test

Scale		Information
<i>Father Involvement</i>	0,003	Abnormal data distribution
<i>Emotional Intelligence</i>	0,03	Abnormal data distribution

In the normality test results, $p = 0.003 < 0.05$ is obtained so that it means that the data distribution is abnormal on the father involvement scale and $p = 0.03 < 0.05$ means that the data distribution is also abnormal, so for the next hypothesis test using a non-parametric test using Spearman correlation.

3.2 Test hypothesis

By using Spearman correlation calculations to test the hypothesis of this study, the following data were obtained:

Table 4. Test the father involvement hypothesis with emotional intelligence

	Sig.	Correlation	Information
<i>Father Involvement</i>			
	.000	0.287	Correlate
<i>Emotional Intelligence</i>			

3.3 Correlation test father involvement with dimension of emotional intelligence

To examine more deeply the relationship between the two variables, a correlation test was carried out between variable X and dimensions in variable Y, namely Father Involvement with four dimensions of Emotional Intelligence (dimensions of self-awareness, self-management, social awareness, and relationship management). Then obtained the following results.

Table 5. Correlation test of father involvement with emotional intelligence dimension

	Dimensions of Emotional Intelligence			
	<i>Self-Awareness</i>	<i>Self-Management</i>	<i>Social Awareness</i>	<i>Relationship Management</i>
<i>Father Involvement Significancy of Correlation</i>	0.000	0.036	0.014	0.000
	0.274	0.158	0.185	0.309

From the results of the correlation test of father involvement with the self-awareness dimension, a value of $p = 0.000 < 0.01$ shows that the relationship is significant with a correlation value of 0.274. Then the significance of father involvement with the self-management dimension obtained p value = $0.036 < 0.05$ shows that the relationship is significant but low correlation $r = 0.158$. Then father involvement with the social awareness dimension obtained p value = $0.014 < 0.05$ shows that the relationship is significant but low correlation $r = 0.185$. Then father involvement with the relationship management dimension obtained p value = $0.000 < 0.01$ shows that there is a significant relationship accompanied by r value = 309.

4. Discussion

Based on the results of this study, data was obtained that showed that there was a positive relationship between father involvement and emotional intelligence in junior high school students at SMP X. The results of this study are in line with Yee Von, Zhooriyati and Chuan (2022) that the involvement of fathers with children has an impact on children's emotional intelligence which will continue to have an impact on their academic performance at school.

The post-pandemic adaptation situation is not easy for some students to adapt back to the school environment, with changes in learning patterns from online to offline, so it takes the involvement of fathers to help students through this adaptation period. The role of father's involvement helps children to be able to recognize their emotions faster, regulate their emotions, understand the social situation around them and make them more quickly adapt to be able to interact with fellow teachers and friends.

Fathers who are actively involved in daily communication with children, fathers who are involved with activities with children be it schoolwork, worship, sports, and others, and fathers who have a positive emotional closeness with children will provide positive values to children in the form of social and emotional skills (Roy & Garcia, 2018), so that children become easier to recognize and manage their emotions, socially it becomes easy to help others and reduces antisocial behavior.

The correlation of father involvement with the relationship management dimension shows a fairly strong correlation than other dimensions. This means that the involvement of fathers is quite closely related in the ability of students to regulate and manage their emotions when interacting socially with others, so that students are able to act according to situations and conditions carefully to their social environment, they become able to cooperate and be able to solve problems with others. This research is also in line with Dewi and Kristiana (2017) that the involvement of fathers contributes 12.4% to emotional intelligence. Children will also have good emotional intelligence if the father has good emotional intelligence as well (Gideon, 2017).

5. Conclusion

It can be concluded that there is a relationship between father involvement and emotional intelligence in SMP X students after learning online during the COVID-19 pandemic. Father involvement has a fairly strong correlation on the relationship management dimension on emotional intelligence variables. That means the involvement of fathers is quite closely related in the ability of students to regulate and manage their emotions when interacting socially with others, so that students are able to act according to situations and conditions carefully to their social environment, they become able to cooperate and be able to solve problems with others.

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