



A Meta-Analysis of Students' Sense of Self-Esteem Among Iranian Studies

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Abstract

Self-esteem is crucial for the survival and mental health of human. It is not stable and changes heavily depend on physical conditions (health or disease), life experiences (success or failure), as well as mental moods (happiness or sadness). As many basic needs do not be satisfied with a lack of self-esteem, it is thought of as a prerequisite to an emotional life. Self-esteem is defined as "how people describe and evaluate themselves". The present research aimed to conduct a meta-analysis on studies discovering the effects of psychological interventions on students' sense of self-esteem. The sample consisted of 50 Iranian studies. The snowball sampling technique was employed for studies have done in the last 14 years. Cohen's W effect size, Cochran q-statistic, Etu squared regression, publication bias, n-index, invulnerable number to error, as well as Orwin statistics were employed. Then CAM software was used to analyze data. Cohen's effect size value obtained from the effects of psychological interventions on students' self-esteem was $52.14 \pm 1.0 (\bar{X} \pm S_{\bar{x}})$ (P-Value < 0.001). 682 studies were required to reject the significant effects of psychological interventions. All early studies suggested a significant effect on Cohen's effect size, so leaving out every one of them changed the results. However, the significance of psychological interventions on students' self-esteem still maintained when any of the studies were omitted. Results suggested a significant effect of psychological interventions on students' sense of self-esteem, and most of them have raised its index.

Keywords: *Self-Esteem; Meta-Analysis; Students*

1. Introduction

Youth is thought of as an important period of life affecting people's social and mental development. The necessity of creating a balance between emotions, understanding the value of oneself, self-awareness (recognizing abilities, talents, and favorites), boosting self-esteem, setting main objectives of life, building up good, healthy relationships with other people, developing great social skills in making

friend, maintaining emotional and mental balance against difficulties, as well as living a good, healthy life are considered as fundamental adolescents' needs.

Having a great sense of self-respect assist people to develop their creativities, capabilities, talents, and genius. Students need help from school authorities, parents, as well as other persons responsible for education and training to boost their self-esteem. Therefore, self-esteem acts as determining factor for adolescents to become effective, independent, and stable people. Having self-esteem assures adolescents of their abilities, values, and merits. Therefore, self-esteem is major components of personality development. Self-esteem is characteristic of creative people with divergent thinking. It has received a considerable attention in the last decades. Adolescents, as future makers, play a pivotal role in the country's future to improve Iran's scientific status in the world.

However, being accompanied by some physical and psychological changes, adolescence is thought of as the period of high confusion and stress. It is worth noting that a lot of psychological diseases in adults have their roots in adolescence. Thus, self-esteem, the criterion for mental health, plays a marked role in the efficiency and prosperity of a society.

According to Psychologists, self-esteem is defined as people understanding of themselves in order to create a concept associated with their characteristics and abilities. Self-esteem improves and affects all of the human life. It provides people with achieve a picture of themselves. Experiences of childhood, as well as relations we have had with parents and friends become cornerstone of self-esteem. From the viewpoint of psychological pundits, self-esteem acts as a key to emotional and social adaptability. Self-esteem shows how someone values and perceives themselves. It is a personal experience reflecting in action and speech. According to Macki and Esmith, it is a determining component of behavior.

Indeed, individuals' perception of themselves determines how they encounter difficulties. From Mazlou's viewpoint keeping calm is a prerequisite to have affiliation need, which they both set the stage to boost self-esteem; moreover, responsibility necessitates all of them. Therefore, self-esteem is one fundamental component to create ideal social and emotional development. Psychologists tend to emphasize on the effect of self-esteem on people's usual performances. To put it simply, the higher self-esteem someone has, the happiest they will be. Until recently, theorists and researchers defined self-esteem as someone's perception of themselves. However, it has been proved that children and adults evaluate themselves from different aspects.

For example, they consider themselves good or bad at physical, cognitional, or social skills. Furthermore, having awareness of self-esteem contributes to establish new criteria of this concept. According to Green Wald and Berkli, self-esteem is defined as liking yourself, affording yourself love and value, feeling good about yourself, believing in your capabilities, and having a major impact on other people.

By the term "self-esteem" is meant how we judges our merits. Accordingly, it is a personal judgment reflecting how people feel about themselves. It refers to the degree to which we perceive our qualities and characteristics positive. Therefore, people with high self-esteem know they deserve to take care of themselves. Indeed, self-esteem means feeling worthy.

It follows from thoughts, feelings, emotions, and experiences we have had in our lives. A series of concepts, judgments, and experiences we have about ourselves make a strong feeling of competence or incompetence. Independent of age, gender, cultural background, as well as job, everyone need self-esteem. It is equivalent to real self-confidence, which means believing in yourself and making attempt to make ourselves and other people happy.

Self-esteem does a lot on different aspects of the life. Research suggests that a wide range of human needs, like reproduction, willing to make progress, as well as perceiving and recognizing potential talents are restricted due to low self-esteem. People with high self-esteem tend to feel good about the life. It gives them the confidence to encounter difficulties. Self-esteem forms and develops in social environments, like family, school, and job. The family strongly affects children's development and their self-esteem.

Stability and high self-esteem are prerequisites for innovation. Self-esteem is formed in different ways, but it generally appears on someone's face, behavior, and action. Being open to criticism and rectifying mistakes are a few cases in point. To put it simply, a person with high self-esteem acts and speak with ease.

Their speaking style illustrates they are neither fighting with themselves nor with other people. They act in conformity with what they claim. People with high self-esteem never lie, cheat, or conceal. Therefore, self-esteem has much to do with feeling of a person about their value, merit, and credit; to put it simply, it shows how someone values and perceives themselves. It a lot depends on experiences someone has learned throughout the life. Self-esteem is considered either as a stable feature or a variable.

Low self-esteem creates an emotional gap and it may decrease human incentives to recognize problems. Person's self-esteem levels act as a strong motivation. As positive estimates are pleasant, children generally want to do something which help them to feel better. So, there is likely a direct relationship between self-esteem and creativity. Good assumptions assist children to succeed when they encounter uncertainty, risks, and ambiguity. Moreover, innovative skills do a lot for some specific human aspects. Furthermore, self-esteem contributes to increase self-regulating, decrease the perception of threat and upset, and develops approach objectives instead of avoidance ones.

Furthermore, self-esteem is considered as a major psychological source acting against traumatic events like a shield. The present research aimed to conduct a meta-analysis study of Iranian students' sense of self-esteem. This research seeks to address the following questions:

- Which effective factors have been involved in self-esteem during 2006-2019?
- Which variables have been affected by self-esteem from 2006 to 2019?

2. Methodology

The current research conducted a meta-analysis study. In this method, previous research and interventional studies are combined. A meta-analysis study is nothing more than a method to analyze data, through which data and observations acquired by different researchers are summarized in a quantitative way.

After collecting mass data from previous studies in a quantitative framework, researcher prepare them to be assessed in professional statistical softwares. This method provides the researcher a deep understanding of targeted phenomenon through evaluating one study or conducting a single intervention. Accordingly, meta-analysis is a method to combine quantitative data from several separate sources to discover new relations among them (Javdan, 2012 (qtd. in Tabatabaei 2010)).

3. Findings

To analyze data both descriptive and inferential statistical tests were employed. General index like frequency and percentage, as well as numerical criteria, such as average and variance, were used to describe data. Moreover, inferential analyses were used to check research hypotheses. Index which used were determining effect size of data based on r and d index, estimate a 95% confidence level, publication bias and homogeneity analysis of constant, random, and mixed studies.

Table 1. Descriptive data from early research on the relation between psychological interventions and self-esteem investigated by meta-analysis

No.	Article code	Article address	No.	Article code	Article address
1	Aghazade	Aghazade & Asl Fatahi (2015)	26	Khani	Khani et al. (2015)
2	Ahmadi-92	Ahmadi et al. (2013)	27	Kiya	Kia et al. (2016)
3	Ahmadi-93	Ahmadi (2014)	28	Loveimy	Lawimi & Safar Zade (2016)
4	Alizade	Alizade et al. (2010)	29	Mahmoodi rad	Mahmoudi Rad et al. (2007)
5	Ashoori	Ashouri et al. (2013)	30	Mazaheri-94	Mazaheri & Reza Khani (2017)
6	Ashoori	Ashouri et al. (2013)	31	Mazaheri-96	Mazaheri & Reza Khani (2017)
7	Badele	Badle et al. (2013)	32	MehriNejad	Mehri Nejad et al. (2019)
8	Bahri	Bahri (2009)	33	Mirzaei	Mirzaei et al. (2017)
9	Barayetan	Brighten et al. (2016)	34	Mohamadi	Mohammadi et al. (2010)
10	Barkhordi	Barkhordi et al (2009)	35	Moradi	Moradi & Zarei Zawareki (2016)
11	BePajoooh	Beh Pazhouh et al. (2007)	36	Nazari	Nazari & Hussein Pour (2009)
12	Dadpooor	Dadpour et al. (2011)	37	Nisi	Nisi & Yeylagh Shahani (2001)
13	Dehbashi	Dehbashi et al. (2015)	38	Ostadiyan	Ostadian et l. (2009)
14	Dehghani	Deghani et al. (2018)	39	Pasha	Pasha (2018)
15	Fathi	Fathi et al. (2015)	40	Rajabi-86	Rajabi & Khodaei (2007)
16	Gandomani	Seifi Gandomani et al. (2011)	41	Rajaei-85	Rajaei & Bayyazi (2006)
17	Ghamarigiv	Qamari Give et al. (2013)	42	SahebZamani	Sahebolzamani et al. (2010)
18	Ghavami	Ghavami et al. (2014)	43	Sarvariyan	Sarvarian & Taqi Zade (2015)
19	Ghorayshi	Qureishi Bookani et al. (2012)	44	ShirBeigi	Shirbeigi (2014)
20	Haghighi	Haqiqi et al. (2016)	45	Tarkashvand	Torkashvand et al. (2011)
21	Hasani	Hasani & Nahouki (2014)	46	Toozandejani	Tozande Jani et al. (2007)
22	Hojat	Hojat et al. (2016)	47	Torab	Torab Mostaedi & Saatchian (2018)
23	Jafari	Ja'fari & Hojati (2016)	48	Yallizade	Vali Zade & Imami Pour (2007)
24	Jalali-88	Jaali and Nazari (2009)	49	Yaryari	Yartari et al. (2008)
25	Jalali-89	Jalali & Pour Ahmadi (2010)	50	Yusofi	Yousefi & Sheikh (2002)

3.1 Descriptive Analysis

To test significance of average effect size of psychological interventions on self-esteem, effect size, confidence interval and confidence levels of early studies were compared to that of the random model (Table 2).

Table 2. Descriptive data about effect size of early studies compared to the combined random effect size obtained from to a meta-analysis study on the effect of psychological interventions on average self-esteem

No.	Article code	Psychological intervention	Cohen's effect size	Confidence interval of effect size		Confidence level
				Upper bound	Lower bound	
1	Aghazade & Asl Fatahi (2015)	Training self-control	5.43	7.10	3.77	0.000
2	Ahmadi et al. (2013)	Training communicative skills	1.27	1.83	0.72	0.000
3	Ahmadi (2014)	Training communicative skills with a religious approach	1.27	1.83	0.72	0.000
4	Alizade et al. (2010)	Training consolation based on Adler approach	1.05	1.98	0.11	0.028
5	Ashouri et al. (2013)	Training social skills	6.03	7.07	5.00	0.000
6	Ashouri et al. (2013)	proper disciplinary behavior	3.82	4.56	3.09	0.000
7	Badle et al. (2013)	Cognitive, behavioral, group based hypnotherapy	5.65	7.04	4.27	0.000
8	Bahri (2009)	Training velour	1.40	1.96	0.83	0.000
9	Brighten et al. (2016)	Short term, solution-based therapy	3.93	5.30	2.56	0.000
10	Barkhordi et al (2009)	Training group-based positive thinking skills	0.42	1.17	-0.33	0.274
11	Beh Pazhouh et al. (2007)	Training social skills	2.13	2.93	1.34	0.000
12	Dadpour et al. (2011)	Group-based Rational, emotional training	0.55	1.19	*0.08	0.085
13	Dehbashi et al. (2015)	Training interpersonal relationships	0.71	1.45	-0.02	0.058
14	Deghani et al. (2018)	Training patience	2.67	3.59	1.74	0.000
15	Fathi et al. (2015)	Training self-forgiveness based on Quranic concepts	2.64	3.48	1.79	0.000
16	Seifi Gandomani et al. (2011)	Training philosophy	2.26	2.91	1.61	0.000
17	Qamari Give et al. (2013)	Olweus bullying prevention program	1.49	2.30	0.68	0.000
18	Ghavami et al. (2014)	Training story therapy approach	1.76	2.61	0.92	0.000
19	Qureishi Bookani et al. (2012)	Application of consultation	-0.59	-0.36	-0.82	0.000
20	Haqiqi et al. (2016)	Training life skills	0.75	1.12	0.38	0.000
21	Hasani & Nahouki (2014)	Descriptive-qualitative evaluation program	-0.10	0.12	-0.33	0.356
22	Hojat et al. (2016)	group-based valor training	1.48	2.05	0.91	0.000
23	Ja'fari & Hojati (2016)	Training Quranic stories	0.15	0.66	-0.36	0.560
24	Jaali and Nazari (2009)	Training social learning pattern	0.88	1.12	0.65	0.000
25	Jalali & Pour Ahmadi (2010)	Training self-expression	0.78	1.52	0.04	0.039
26	Khani et al. (2015)	Skill-based training	2.24	3.15	1.32	0.000
27	Kia et al. (2016)	Training self-expression	1.41	1.90	0.92	0.000
28	Lawimi & Safar Zade (2016)	Story therapy	0.78	1.42	0.14	0.017

29	Mahmoudi Rad et al. (2007)	Training communicative skills and social problem solving	0.91	1.51	0.32	0.003
30	Mazaheri & Reza Khani (2017)	Training communicative skills	1.00	1.76	0.24	0.010
31	Mazaheri & Reza Khani (2017)	Training communicative skills	1.00	1.76	0.24	0.010
32	Mehri Nejad et al. (2019)	Training life skills	0.47	1.19	-0.26	0.209
33	Mirzaei et al. (2017)	Training emotional intelligence	5.07	6.54	3.60	0.000
34	Mohammadi et al. (2010)	Training life skills	0.63	1.20	0.07	0.029
35	Moradi & Zarei Zawareki (2016)	Training social skills	0.60	1.27	-0.07	0.079
36	Nazari & Hussein Pour (2009)	Training social skills	0.64	1.26	0.02	0.043
37	Nisi & Yeylugh Shahani (2001)	Training self-expression	0.94	1.48	0.41	0.001
38	Ostadian et l. (2009)	Training group consultation	2.63	3.41	1.86	0.000
39	Pasha (2018)	Training self-expression	0.60	1.22	-0.02	0.057
40	Rajabi & Khodaei (2007)	Training group consultation	2.92	3.81	2.03	0.000
41	Rajaei & Bayyazi (2006)	Training self-expression	0.33	0.67	-0.02	0.063
42	Sahebolzamani et al. (2010)	Significant group efficiency	0.84	1.42	0.26	0.004
43	Sarvarian & Taqi Zade (2015)	Addiction prevention program	-4.84	-3.61	-6.07	0.000
44	Shirbeigi (2014)	Effects of supplementary private teaching program and academic consultation	1.68	2.37	1.00	0.000
45	Torkashvand et al. (2011)	Effect of educational group therapy	1.31	1.83	0.79	0.000
46	Tozande Jani et al. (2007)	Cognitive-behavioral trainings	0.79	1.53	0.04	0.038
47	Torab Mostaedi & Saatchian (2018)	Efficiency of sport association activities	0.89	1.47	0.31	0.003
48	Vali Zade & Imami Pour (2007)	Effects of rational, emotional, behavioral therapy	0.51	1.66	-0.64	0.383
49	Yaryari et al. (2008)	Studying effects of corporative teaching	0.50	1.13	-0.13	0.117
50	Yousefi & Sheikh (2002)	Effects of three attributive and mixed target programs	0.15	0.50	-0.21	0.425
			1.35	1.67	1.04	0.000

In thirty-eight early studies (76%), a significant link was reported between psychological interventions and self-esteem ($P\text{-Value}<0.05$), and just over half the sample (54%) were significant at 99% confidence level. Data revealed a negative link between self-esteem and psychological intervention in two studies (Table 2-4).

The efficiency of training social skills in self-esteem of mentally disabled adolescents (Ashouri et al., 2013), the efficiency of a group, a cognitive-behavioral hypnotherapy on increased adolescents' self-esteem (Badle et al., 2015), the effects of training emotional intelligence on general health and self-esteem among adolescents with cerebral palsy (Mirzaei et al., 2017), the impacts of self-control skill on

high school girl students' self-esteem (Agha Zade and Fattahi, 2015), as well as the efficiency of group on happiness of adolescent girl students in Qom (Sarvian and Taqi Zade, 2015) seem to have the highest psychological interventions on self-esteem.

Overall, Kohen's effect size for the random model was 1.52 (P-Value 0.00), which confirmed the significant effect of psychological interventions on self-esteem. Accordingly, it can be concluded that average self-esteem was significantly affected by psychological interventions. Given the random effect size (1.35 ± 0.16 ($\bar{X} \pm S_{\bar{x}}$) P-Value<0.001), psychological interventions had a great impact on self-esteem. To put it simply, studied psychological interventions had a positive effect on students' sense of self-esteem. Given the present research aimed to determine the effect size of psychological interventions on student's self-esteem, independent of being positive or negative, its absolute value provided in table 3-4. Moreover, the combined random effect size was 1.0 ± 52.14 ($\bar{X} \pm S_{\bar{x}}$) (P-Value<0.001).

Table 3. Descriptive data on comparing absolute value size effect in previous studies than random combined size effect obtained from a meta-analysis study about the effects of psychological interventions on average self-esteem

No.	Study name	Kohen's effect size	Confidence interval of effect size		Significance
			Upper bound	Lower bound	
1	Aghazade & Asl Fatahi (2015)	5.43	7.10	3.77	0.000
2	Ahmadi et al. (2013)	1.27	1.83	0.72	0.000
3	Ahmadi (2014)	1.27	1.83	0.72	0.000
4	Alizade et al. (2010)	1.05	1.98	0.11	0.028
5	Ashouri et al. (2013)	6.03	7.07	5.00	0.000
6	Ashouri et al. (2013)	3.82	4.56	3.09	0.000
7	Badle et al. (2013)	6.65	7.04	4.27	0.000
8	Bahri (2009)	1.40	1.96	0.83	0.000
9	Brighten et al. (2016)	3.93	5.30	2.56	0.000
10	Barkhordi et al (2009)	0.42	1.17	-0.33	0.274
11	Beh Pazhouh et al. (2007)	2.13	2.93	1.34	0.000
12	Dadpour et al. (2011)	0.55	1.19	-0.08	0.085
13	Dehbashi et al. (2015)	0.71	1.45	-0.02	0.058
14	Deghani et al. (2018)	2.67	3.59	1.74	0.000
15	Fathi et al. (2015)	2.64	3.48	1.79	0.000
16	Seifi Gandomani et al. (2011)	2.26	2.91	1.61	0.000
17	Qamari Give et al. (2013)	1.49	2.30	0.68	0.000
18	Ghavami et al. (2014)	1.76	2.61	0.92	0.000
19	Qureishi Bookani et al. (2012)	0.59	0.82	0.36	0.000
20	Haqiqi et al. (2016)	0.75	1.12	0.38	0.000
21	Hasani & Nahouki (2014)	0.10	0.33	-0.12	0.356
22	Hojat et al. (2016)	1.48	2.05	0.91	0.000
23	Ja'fari & Hojati (2016)	0.15	0.66	-0.36	0.560
24	Jaali and Nazari (2009)	0.88	1.12	0.65	0.000
25	Jalali & Pour Ahmadi (2010)	0.78	1.52	0.04	0.039
26	Khani et al. (2015)	2.24	3.15	1.32	0.000
27	Kia et al. (2016)	1.41	1.90	0.92	0.000
28	Lawimi & Safar Zade (2016)	0.78	1.42	0.14	0.017

29	Mahmoudi Rad et al. (2007)	0.91	1.51	0.32	0.003
30	Mazaheri & Reza Khani (2017)	1.00	1.76	0.24	0.010
31	Mazaheri & Reza Khani (2017)	1.00	1.76	0.24	0.010
32	Mehri Nejad et al. (2019)	0.47	1.19	-0.26	0.209
33	Mirzaei et al. (2017)	5.07	6.54	3.60	0.000
34	Mohammadi et al. (2010)	0.63	1.20	0.07	0.029
35	Moradi & Zarei Zawareki (2016)	0.60	1.27	-0.07	0.079
36	Nazari & Hussein Pour (2009)	0.64	1.26	0.02	0.043
37	Nisi & Yeylagh Shahani (2001)	0.94	1.48	0.41	0.001
38	Ostadian et l. (2009)	2.63	3.41	1.86	0.000
39	Pasha (2018)	0.60	1.22	-0.02	0.057
40	Rajabi & Khodaei (2007)	2.92	3.81	2.03	0.000
41	Rajaei & Bayyazi (2006)	0.33	0.67	-0.02	0.063
42	Sahebolzamani et al. (2010)	0.84	1.42	0.26	0.004
43	Sarvarian & Taqi Zade (2015)	4.84	6.07	3.61	0.000
44	Shirbeigi (2014)	1.68	2.37	1.00	0.000
45	Torkashvand et al. (2011)	1.31	1.83	0.79	0.000
46	Tozande Jani et al. (2007)	0.79	1.53	0.04	0.038
47	Torab Mostaedi & Saatchian (2018)	0.89	1.47	0.31	0.003
48	Vali Zade & Imami Pour (2007)	0.51	1.66	-0.64	0.383
49	Yartari et al. (2008)	0.50	1.13	-0.13	0.117
50	Yousefi & Sheikh (2002)	0.15	0.50	-0.21	0.425
Random model		1.52	1.79	1.24	0.000

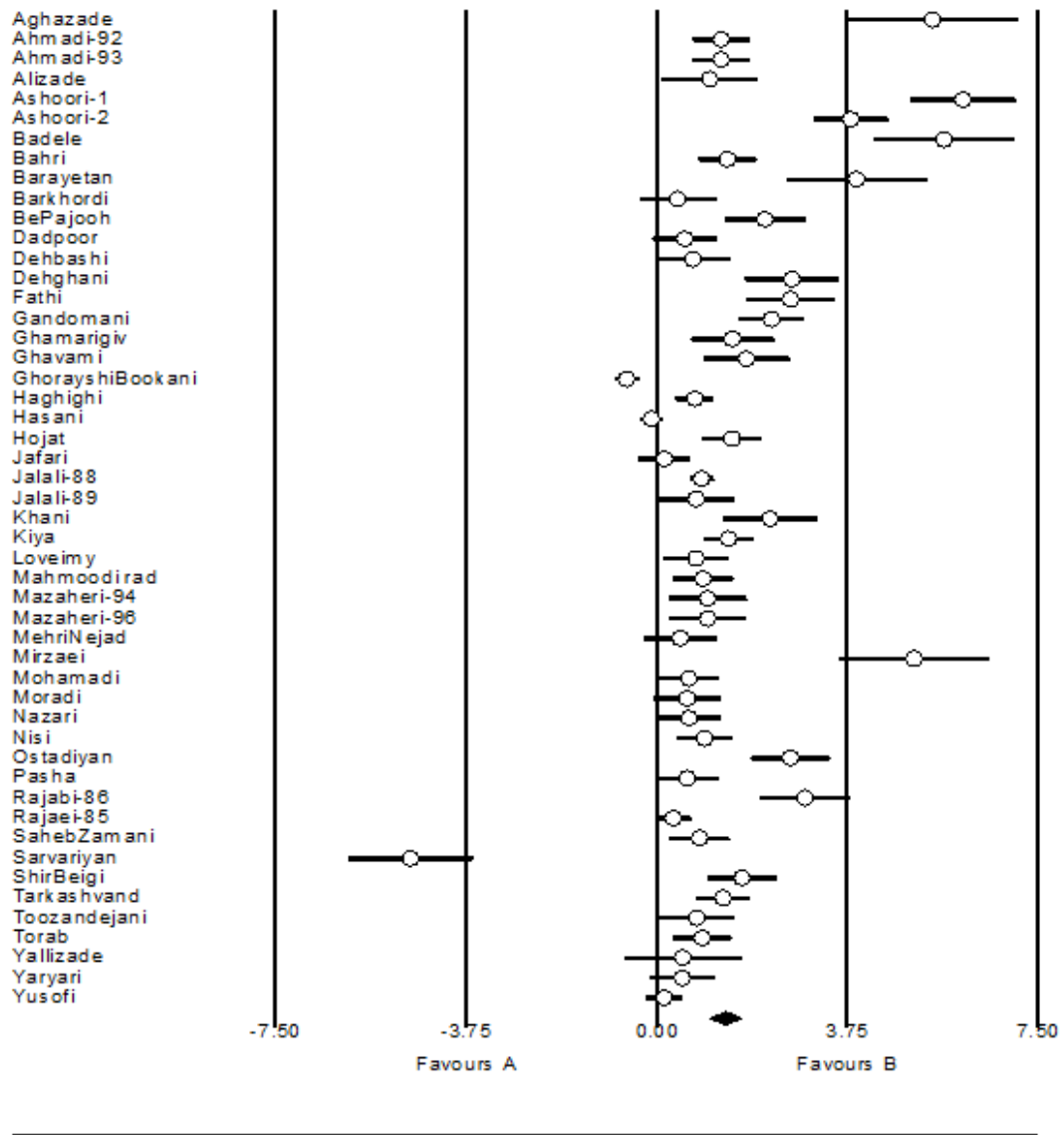
Table 4. Inhomogeneity index of effect sizes related to significant difference between gender and self-esteem in early studies

Q-Cochran	I-square	Degrees of freedom	Significance	Tau-Square
551.68	91.12	49	<0.001	0.807

3.2 Homogeneity of Studies

Cochran q-statistics, auto-regression I-squared, and Tau squared were employed to measure homogeneity of absolute value associated with the effect size of psychological interventions on student's self-esteem. Results confirmed inhomogeneity among studies (91%) based on I-squared index.

In other words, over 91% of available distribution in results of early research was real and resulting from mediating variables. Given Tau-square, the value of within group variance was 0.807. A significant variation in combined effect was reported after removing any of the early research (Figure 2).



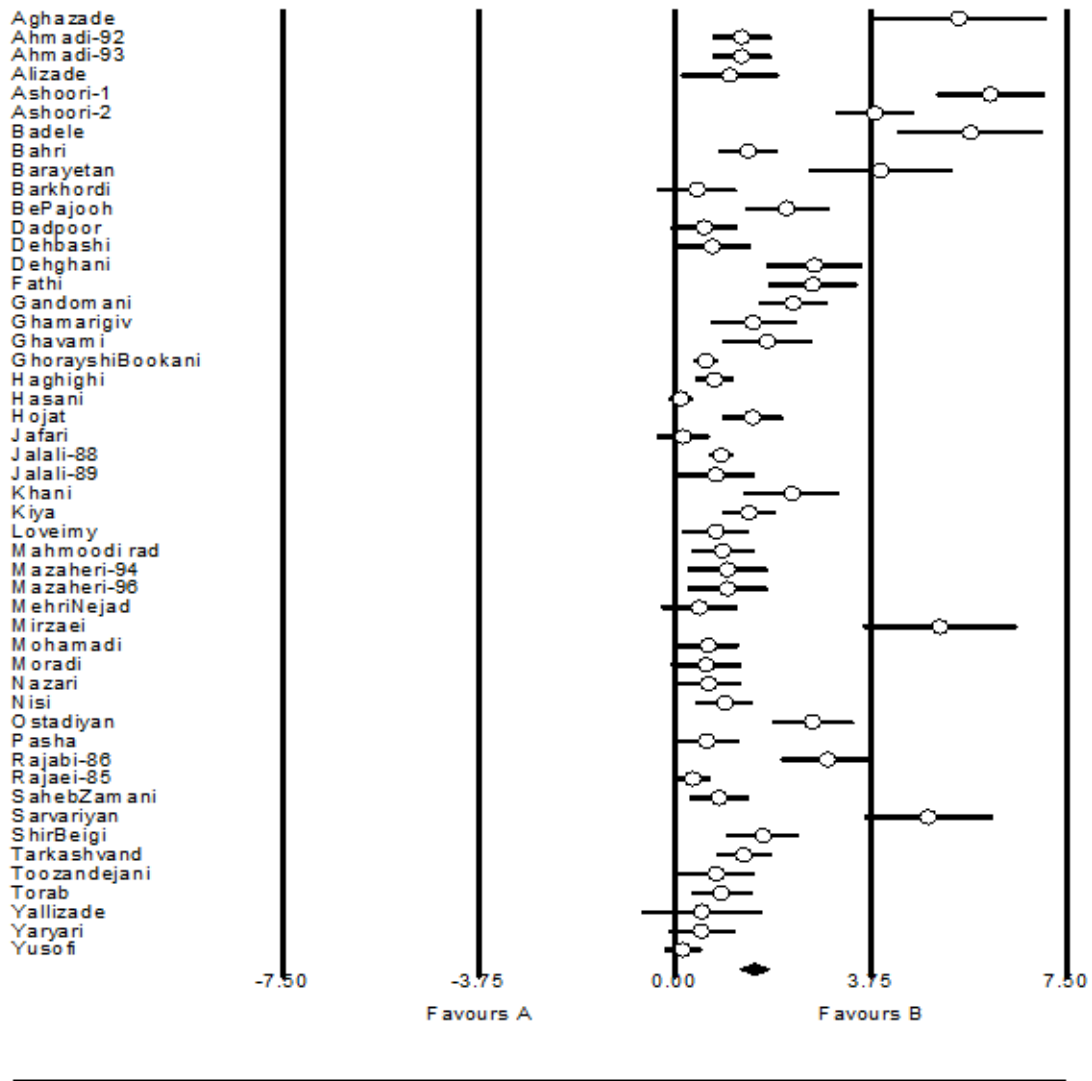


Fig. 1 A 95% confidence interval and network chart of absolute value related to the effect size of psychological interventions on students' self-esteem

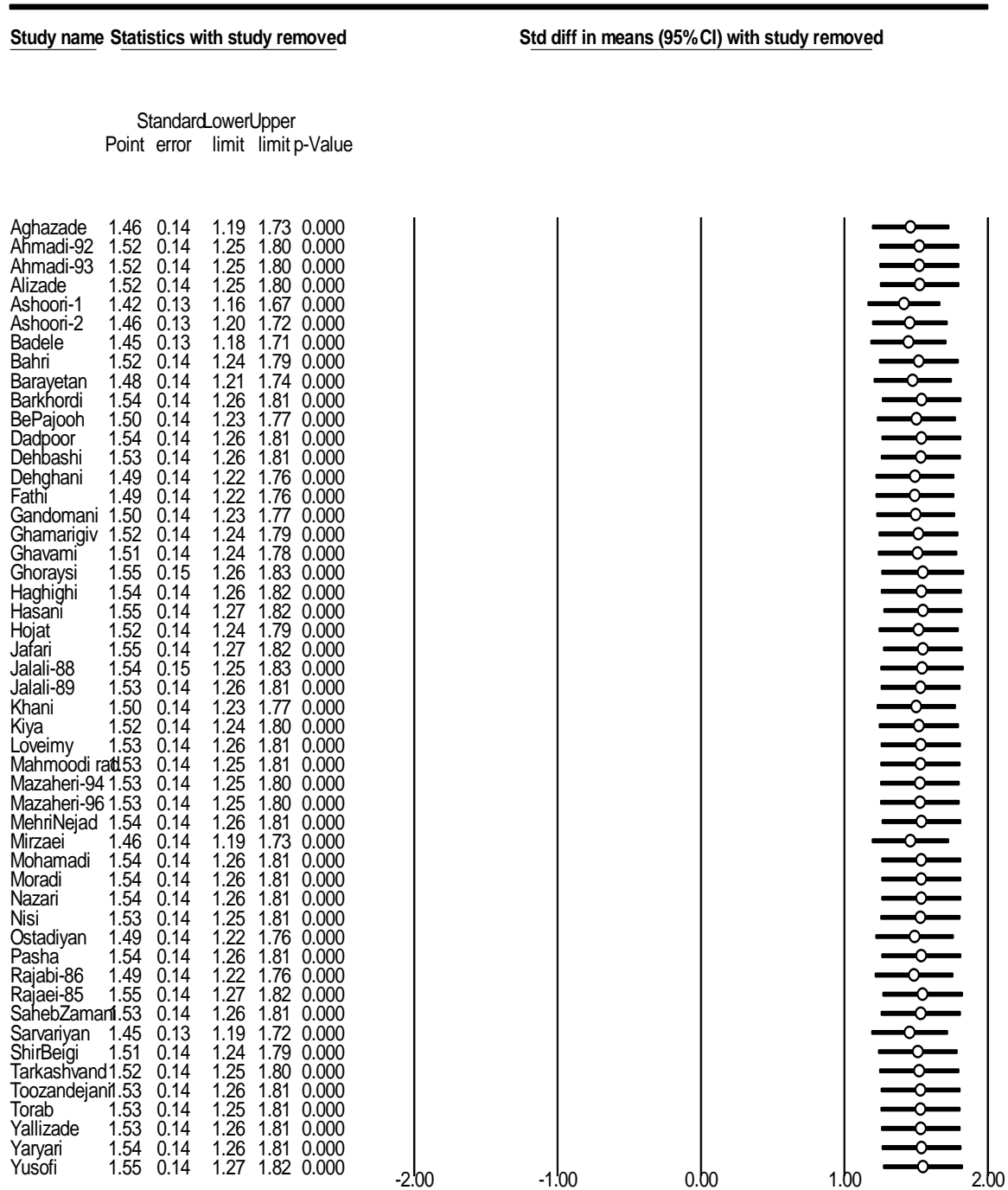


Fig. 2. A 95% confidence level and network chart of absolute value related to psychological interventions' effect size on students' self-esteem after leaving out studies one by one

As can be seen from Figure 2, the maximum alterations were reported when study conducted by Ashouri et al (2013-1) was left out, which it led to a decrease in random effect size from 1.52 to 1.42. However, a significant positive combined effect size was still obtained in a large scale. Independent of

variables reported in early studies, the elimination of each one significantly changed the value of effect size. However, the alterations did not contribute to a significant change in final effect size. Given data from Egger's statistical test (publication bias for estimate the effect size), intercept is not expected to be significant at zero (table 4-5), so bias in publication was accepted.

682 studies were required to confirm the hypothesis about ineffectiveness of psychological interventions on self-esteem. Orwin statistic test was 0.937 (P-Value<0.001).

Table 5. Egger's publication bias test to compare average effect size on self-esteem between female and male

Statistic	Coefficient	Standard error	t-statistics	Degrees of freedom	Value-probability
Intercept	<0.001	48	6.53	0.77	5.03

Discussion and Conclusion

The present research aimed to conduct a meta-analysis study about student's self-esteem in Iranian literature from 2006-2019. First, the subject was introduced and analyzed, then 60 articles were selected from different sources, like scientific data base, Iran's journal bank, and human sciences portal.

Given the whole concept of research questions, this chapter aims to study effective factors and the degree of interaction between them. The efficiency of training social skills in self-esteem of mentally disabled adolescents (Ashouri et al., 2013), the efficiency of a group, cognitive-behavioral hypnotherapy on increased adolescents' self-esteem (Badle et al., 2015), the effects of training emotional intelligence on general health and self-esteem among adolescents with cerebral palsy (Mirzaei et al., 2017), the impacts of self-control skill on high school girl students' self-esteem (Agha Zade and Fattahi, 2015), as well as the efficiency of group on happiness of adolescent girl students in Qom (Sarvian and Taqi Zade, 2015) seem to have the highest psychological interventions on self-esteem.

By comparing results obtained from previous research, a meta-analysis study affords a more comprehensive perspective on impacts of varied variables (Shekar Kan 1998). Such attitude is of great value in the Iranian community because the available diversity in different aspects makes big difference to studies.

The aim is to collect data from different samples of this society to not only find similarities but also to encounter differences properly. Therefore, this method enables the researcher to acquire a good knowledge about this phenomenon through consolidating information from a wide range of sources. Findings of this research are in agreement with those of Bahrami, Sodani, and Mehrabi Zade (2010), Jalali and Pour Ahmadi (2010), Kajbaf Nejad et al. (2005), Wagner (2004), Raber (2012), Wolf and saux (1997), as well as Yadou and Iqbal 2009). Given results of previous research, self-esteem is not only considered as one major component to develop emotional behavioral patterns, but also affects students' academic achievements.

Furthermore, the relationship that exist between poor self-esteem and depression, discouragement, academic failure, as well as committing crimes emphasizes the need for psychological interventions which cause to boost student's self-esteem. Therefore, psychological interventions assist psychologists to perceive cognitive structure of people with low self-esteem (Kahrazei and Rigi, 2017 (qtd. in Sharifi Daramadi, 2005).

Moreover, paying attention to cultural context in different communities do a lot for the efficiency of medical strategies. Affording a chance to assess the efficiency of varied medical patterns in different cultural background is a defining characteristic of meta-analysis.

Despite the efficiency of different psychological interventions to boost self-esteem, it is worth emphasizing the degree to which such patterns succeed to encounter problems. The present research aimed to study the accomplishment of investigated patterns to incorporate varied psychological interventions.

Results showed there is a significant correlation between psychological interventions and building up someone's self-esteem. Therefore, this finding can be employed to provide state schools and consultation institutes a training, medical scheme to boost sense of self-esteem, and affords responsible people in education an opportunity to train necessary interventions. Teachers and mentors are recommended to adopt proper measures in order to raise students' sense of self-esteem which, in turn, improves their academic achievements.

Therapists have to implement adoptive, medical practices to achieve better results. Moreover, according to findings, they are recommended to focus on their areas of specialization to select more compatible interventions with problems.

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