

The Impact of Group Counseling on Reducing Academic Procrastination and Improving Self-Control Among a Sample of High School Students

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Abstract: This study examined the Rational Emotional Behavioral Therapy (REBT) effectiveness used in group counseling to reduce the level of academic procrastination and improve the self-control of a sample of high school students at Ajloun Governorate. The researcher used an academic procrastination and a self-control scale, Based on the scores of the academic procrastination scales. thirty students were identified as procrastinators; they were randomly assigned into an experimental group and a control group (15 per each). The experimental group received training on (REBT), while the control group didn't. The result showed that (REBT) was more effective than the no-treatment in reducing academic procrastination in the post and follow-up tests. Moreover, the (REBT) was more effective in improving self-control in the post and in the follow-up tests. In light of the results of the study, the researcher provided several recommendations including the need to employ the (REBT) method to work towards improving self-effectiveness for students in accordance with the positive results for the method revealed by this study.

(Keywords: Academic Procrastination, Self-Control, Group Counseling, Secondary Stage.)

Introduction: The present age is characterized with information and technology explosion. The world today is witnessing an unprecedented information revolution. This development has positive and negative impacts on all the various aspects of life. The educational process is among the aspects involved with the changes and transformations ensued by technology. We should not forget that the student, the corner stone of educational teaching process, is affected by this development, so that his objectives, priorities and how he handles his/her academic tasks have changed too. A number of academic and educational problems have occurred procrastination is among these problems. There are many duties and objectives the students seek to achieve. Achieving these tasks entails continuous work and persistence. Some students try to carry out their tasks promptly. Others postpone and defer the tasks and activities to later times or the last moments.

أثر برنامج إرشاد جمعي في تخفيض التسويف الأكاديمي وتحسين الضبط الذاتي لدى عينة من طلبة المرحلة الثانوية

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ملخص: هدفت الدراسة الحالية إلى استقصاء أثر برنامج إرشاد جمعي يستند إلى العلاج العقلاني الانفعالي السلوكي في تخفيض التسويف الأكاديمي وتحسين الضبط الذاتي لدى عينة من طلبة المرحلة الثانوية في محافظة عجلون. ولتحقيق أهداف الدراسة، تم استخدام مقياس للتسويف الأكاديمي ومقياس آخر للضبط الذاتي، وبناءً على درجات أفراد مجتمع الدراسة على مقياسي الدراسة، تم اختيار عينة الدراسة. التي تكونت من (30) طالباً، وتم تقسيمهم عشوائياً إلى مجموعتين: مجموعة تجريبية ومجموعة ضابطة. تألفت كل مجموعة من (15) طالباً، حيث تلقى أفراد المجموعة التجريبية برنامج العلاج العقلاني الانفعالي السلوكي، أما المجموعة الضابطة فلم تتلقى أي برنامج علاجي. وقد أظهرت نتائج الدراسة أن برنامج العلاج العقلاني الانفعالي السلوكي قد أظهر فاعلية أكبر من عدم المعالجة في تخفيض التسويف الأكاديمي في القياس البعدي. كما تبين أن فاعلية برنامج العلاج العقلاني الانفعالي السلوكي في تخفيض التسويف الأكاديمي قد استمرت في قياس المتابعة. كما بينت النتائج أن البرنامج العلاجي كان أكثر فاعلية من عدم المعالجة في تحسين الضبط الذاتي في القياس البعدي وقياس المتابعة. وفي ضوء النتائج التي توصلت إليها الدراسة، قدم الباحث عدداً من التوصيات من أبرزها: توظيف أسلوب العلاج العقلاني الانفعالي السلوكي للعمل على تحسين الفاعلية الذاتية الأكاديمية لدى الطلاب بناءً على النتائج الإيجابية التي أظهرتها الدراسة لهذا الأسلوب.

(الكلمات المفتاحية: التسويف الأكاديمي، الضبط الذاتي، إرشاد جمعي، المرحلة الثانوية.)

This behavior is called procrastination, a process that hinders the students from accomplishing their objectives, and it is one of the types of evading the accomplishment of activities and tasks that are not joyful nor pleasant for the individual (Steel, Shu & Gneey 2007). Steel (2007) defines procrastinations as illogical delay of tasks, despite the recognition of the negative consequences of this delay. Procrastination is not only the willingness to avoid doing the tasks and activities and handling them at later time, but creating excuses to justify this delay avoiding blame (Ellis & Knaus, 2002).

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Procrastination is one of the phenomena that influence the effectiveness of individuals and their level of motivation towards achievement in the various aspects of life. The academic area is one of the most popular fields in which procrastination is very common. This is exactly what is known now as academic procrastination, which is putting academic tasks off voluntarily and delaying their accomplishment during a limited time or period. Academic procrastination is very common among university students (Senecal, Koestner, & Vallerand, 1995). Onwuegbuzie (2004) points out that 40-60% of university students are academic procrastinators since they put off completing their assignments on time as well as taking their exams or finishing their academic activities. This kind of procrastination is sometimes either permanent or temporary at other times. The same researcher adds that about 90% of university students are procrastinators in general and 25% of them are characterized with permanent procrastination (Knaus, 1998).

Abu Ghazal (2012) points out that the level of the academic procrastination among the university students was 25.2% at Yarmouk University in Jordan, because the ratios of procrastinating students are collateral with a number of factors contributing to the diffusion of this phenomenon. Solomon and Rothblum (1994) found out that there are behavioral, cognitive, and emotional elements behind procrastination. In terms of behavior, procrastination stems from the weak skill of time management and the inability to accomplish the task (Ferrari & Emmons, 1995), or it may be due to the teaching methodology or the mate's weakness (Abu Ghazal, 2012). Cognitively, procrastination is ascribed to an illogical erroneous idea (Ellis and Knaus, 2002).

Procrastination is an emotional disorder, resulting not only from illogical beliefs, but also from the inability to concentrate (Noran, 2000). Emotionally, procrastination is collateral with unreasonable apprehension of failure, leading neurotic avoidance of the situation. It is also correlated to a high degree of anxiety and apprehension of failure. Many studies ascribed procrastination to low self-esteem and efficiency besides many personal traits that affect procrastination, such as an individual's trend to control (Noran, 2000). Tuckman (1991) summarized the most common reasons for academic procrastination as follows: Believing that students lack the ability to achieve their missions, having a low self-esteem, having a weak level of self-effectiveness, having low levels of intelligence and awareness, and having high levels of depression. Procrastination has many negative impacts on the students. Tuckman (1991) indicated that students with a high degree of procrastination had significantly lowered achievement scores than those with average and low levels of procrastination. Jackson, Weiss & Lundquist (2000) report that 30-40% of the university students believe that procrastination is a problem that hinders the personal and academic adjustment besides

the occurrence of emotional consequences such as blame, tension and inefficiency. There are some negative consequences for academic procrastination that appear through stress, regret and self-blame. There are also some external consequences that include the impairment of academic and vocational development and loss of opportunities (Jaradat, 2004).

In light of the preceding discussion, procrastination has negative consequences that limit students' efficiency and their academic performance. Therefore, it is imperative to study both the factors augmenting the efficiency of the procrastinating students and the factors improving their academic performance. The concept of self-control refers to the individual's ability to control his behavior and sudden out bursts in environmental contexts through self-assessment and control. It is also defined as the extent of the individual's ability to monitor his behavior in different situations, so that he can properly assess his behavior, and then be able to adjust responses, and control them through a system defined by the process of self-reinforcement (Abdulhadi, 2015).

Moreover, self-control is defined as the individual's ability to consider, organize and arrange the situation with motivation and balanced enthusiasm, in addition to facing any dispersers or a negative reaction to achieve the required performance. Self-control is one of the indicators of psychological health and positive adjustment of the individuals. The person who can control his wishes and impulses and the person who has the ability to control the environmental conditions is normal and has the ability of self-management. There are several synonyms for self-control such as self-regulation, self-management, and self-command (Cormier & Cormier, 2006). Skinner points out that when the individual controls himself, he will be more able to control the variable underlying the behavior (Maaly, 2015). Self-control is not limited to a specific aspect of behavior, but it has been employed in the cognitive dimension and the individual's intrinsic discourse, for the individual ability to refrain from negative intrinsic discourse and to use a more positive discourse instead is reflected in the nature of his behavior and actions (Rimm & Maters, 2002). Skinner (1953) put some methods of one's self-control, among them is the physical restrain, which is achieved through confining the space under the person's control, such as closing the windows, the door and being in confined spaces. The second method is changing the stimuli as a person controls himself or herself through controlling environmental stimuli.

The self-control strategy also gives the chance for feedback and behavioral self-orientation. Moreover, it is a practical strategy and easy to apply. So when students are able to carry out the self-control process, this strategy will help overcome many negative types of behavior. From this point, the academic procrastination,

which is the topic of this study, employs a counseling program, with the aim of curtailing the academic procrastination by school students.

Hilal and Huseiny (2000) carried out a study to disclose the prelateship between academic delay and some psychological variables. The sample consisted of (240) students of the college of Education at Azhar University. The study showed that male students with low academic procrastination are more satisfied with their study, and have less anxiety, as compared with students of high level of procrastination.

Jaradat (2004) conducted a study to find out the relationship between exam anxiety and academic procrastination, academic achievement, and study satisfaction. The study involved a sample of (573) high school students. The study revealed negative relationship between academic procrastination on one hand, and the study satisfaction on the other hand.

Ozer & Ferrari, (2011) conducted a study to investigate some of the aspects pertaining to academic procrastination, including gender. The sample consisted of (214) students in the high school level in Turkey. The study disclosed student's tendency to academic procrastination, and it showed that the underlying factor of academic procrastination is the factor of the abhorrence of tasks, and mutiny against authority.

Abu Ghazal (2012) conducted a study on a sample of (751) university students to find out the extent and causes of academic procrastination, from the points of view of university students. The study showed that (25.2%) of the students were of high level of procrastination, and (17.2%) of low level of procrastination. There were statistically significant differences in the procrastination scope that are ascribed to educational level, but the study did not reveal statistically significant differences that can be attributed to gender, and the academic achievement.

Abu Zureiq and Jaradat (2012) investigated the effect of amending the negative phrases of procrastination on a sample of tenth grade students. The sample consisted of (33) students randomly, divided into two groups: The experimental group and the control group; the experimental group received a training program in amending the self phrases causing the academic procrastination, while the control group did not receive any training. The study revealed that the experimental group had a statistically significant decrease in procrastination. There was a statistically significant increase in academic self-efficiency, as compared to the control group.

In their study, Bezci & Vural (2013) identified the relationship between procrastination and academic achievement among primary grades students. The sample consisted of (4725) female and male students. The academic procrastination scale was administered.

Results revealed a negative correlation between academic procrastination and academic achievement.

Ozer, Demir & Ferrari (2013) assessed a short-term group treatment program using cognitive interventions which focused on students' procrastination. A structured 90-min. session program was used with 10 students (5 female, 5 male; mean = 21.8) over 5 weeks. In the first and last sessions of the program, participants completed two procrastination scales, and after 8-week follow-up study session, students filled out the same Scales. During the group sessions, participants identified their irrational thoughts as well as cognitive distortions associated with their procrastination tendencies. Results of a non-parametric Friedman's Test revealed a significant decrease in the participants' academic procrastination score and general procrastination scores from pretest to follow-up test, suggesting that the program was deemed successful.

Toker & Avci's (2015) examined the effectiveness of a Cognitive-Behavioral Therapy (CBT) based - psycho-educational group program on academic procrastination behaviors of university students, as well as the persistence of any training effect. This was a quasi-experimental research based on an experimental and controlled group pre-test, post-test, and follows up test model. Twenty-six students participated in the study, with 13 participants in each group. The Academic Procrastination Scale (APS), Melbourne Decision-Making Questionnaire I-II, Rosenbaum's Learned Resourcefulness Scale, State-Trait Anxiety Inventory, and Beck Depression Inventory were administered for the synchronization of the two groups in the selection process. The APS was used to collect quantitative data from participants. It was observed that CBT-based skill training decreased university students' academic procrastination behavior and had a long-term effect on students.

Zandi & Moradi's (2016) study aimed to assess the efficacy of cognitive-behavioral group therapy on reducing procrastination, and increasing motivation in secondary school students in Saqez city. The study is empirical in nature and the design is semi-experimental with pre-and post-test for controlled group. The study population consisted of all first year high school female students in the academic year 2015-2016, who were enrolled in the city of Saqez. Using available sampling method, 24 students with symptoms and characteristics of procrastination and low motivation, were selected by using academic procrastination questionnaire of Solomon & Ruth and Bloom & Abde Khodaei achievement motivation questionnaire, and they were randomly divided into two groups of experimental and controlled. The experimental group received 10 sessions of cognitive behavioral group therapy for 90-minutes. Based on the results, it may be concluded that cognitive-behavioral group therapy can be effective in reducing procrastination for students.

The studies that have been reviewed showed negative correlation between procrastination and academic achievement among students. But the researcher has noticed there are no studies concerned with the application of counseling programs to reduce the academic procrastination level in the Arab research. An exception is one study by Abu Zureiq and Jaradat (2012) and the researchers did not find any study that investigates the efficiency or the rational emotional behavioral therapy on reducing the academic procrastination and improving self-control of high school students as an important stage, as well as a preparatory one for the university stage. Therefore, there is a need for conducting studies employing the counseling programs to reduce the academic procrastination and foster the student's self-control through environmental stimuli to achieve the required behavioral change.

Study Problem

There is no doubt that the phenomenon exists among students at a large scale, as indicated by many studies, such as Abu Ghazala's study (2012) and Onwuegbuzies study (2004) that show a high percentage of students who practice academic procrastination. This is manifested in several indicators, such as the preparation for the test at the last moment, the reiterated requests to postpone the tests, and handing the academic assignments beyond the deadline. Moreover, academic procrastination has negative effects on the students' performance and progress according to study by Rakes, Dunn & Rakes (2013) which indicates that academic procrastination lowers the ability of adhering to the target. Tuckman (2002) concluded that students with a high level of procrastination had significantly lowered scores than those of an average and low degrees of procrastination. Studies dealing with academic procrastination at the level of grade school students are very few, especially at the experimental level. There are also very few Arab studies that deal with the effectiveness of remedial programs based on REBT. Thus, it is imperative to shed light on this behavior, by designing counseling programs that help not only curtail the consequences of procrastination, but also overcome it, too. Therefore, this study will test the efficiency of collective counseling to lower the academic procrastination and increase self-control of a sample of high school students in Ajloun Governorate-Jordan.

This study seeks to find out the extent of the efficacy of the (REBT) therapy in lowering the procrastination of the high school sample. Specifically the study attempts to test the following hypotheses:

1- There is a statically significant difference ($\alpha=0.05$) in the level of the academic procrastination between the means of the control group and the experimental group according to the post measure.

2- There is a statistically significant difference ($\alpha=0.05$) in the self-control level between the means of the control group and the experimental group according to the post measure.

3- There is a statistically significant difference ($\alpha=0.05$) in the academic procrastination level between the means of the control group and the experimental group according to the follow-up measure.

4- There is a statistically significant difference ($\alpha=0.05$) in the self-control level between the means of scores of the control group and the scores of the experimental group according to the follow-up study measure.

Significance of the Study

The significance of the present study stems from the significance of its variables that the study takes into consideration. Academic procrastination, as indicated by previous studies, has a substantial effect on academic level and performance of the students. This variable is rarely addressed by academic studies, particularly through counseling programs that help to overcome it. The present study is one of the pioneering studies that have been concerned with implementing a collective counseling program, based on rational emotional behavioral therapy to overcome the student's academic procrastination and, at the same time, seeks to improve self-control and behavioral control. As a result, this study will contribute to arguments of the theoretical frameworks in this field. It is hoped that the results of this study will be of a scientific value in the planning of counseling educational programs that help psychological counselors in dealing with the procrastinators.

Operational Definitions

Academic procrastination: It refers to the individual's tendency to postpone academic tasks, voluntarily and optionally, and do not do the task at due time despite being aware of the negative consequences of this procrastination. This is measured by the academic procrastination scale.

Self-control: The process through which an individual can change or adjust the possibility of the response, in order to improve performance. This is measured by the self-control scale.

The behavioral, emotional rational, therapy: It is an approach of psychotherapy based on teaching individuals how to identify their belief systems; how to feel about events in their lives; and how to respond to them. This approach pinpoints their irrational beliefs underlying the academic procrastination and enhancing the ability of self-control through a therapeutic program consisting of ten sessions.

Limitations

Also the results of this study are limited to the participants from the 11th grade at Ein Janna high school for boys, during the academic year 2015-2016. The study is also limited to the instruments used for this particular study.

The counseling program is limited to (10) sessions.

Method

Sample

The sample of the study consisted of 30 students, who got the highest grades on the scale of the academic procrastination and the lowest grades on the scale of self-control, and who were willing to participate in the study. The participants were randomly distributed into two groups: The control group and the experimental group. The experimental group (15 students) received the rational emotional behavioral therapy program. Whereas the control group (15 students) did not receive any therapy.

Instruments

To achieve the aims of the study, the researcher used the following instruments:

The researcher adopted in this study the Scale of the Academic procrastination developed by Abu Zureiq & Jaradat (2012). The scale consisted of (15) items and design to assess the extent of procrastination among the subjects of this study's tasks and assignments. Abu Zureiq & Jaradat verified the reliability of the scale, according to alpha Cronbach method. The consistency coefficient for the present study is (0.76) , and it was applied to a pilot sample of (40) subjects, out of the sample of the study. The internal consistency coefficient was (0.78). The scale was checked for validity by (7) faculty members from the department of Psychology and Psychological counseling at the Hashemite University. The scale was specifically evaluated for language composition, clarity and suitability.

Subjects were asked to respond to the items by indicating their level of procrastination using a five point likert scale: (1) very strongly disagree, (2) strongly disagree, (3) agree, (4) strongly agree, and (5) very strongly agree. Thus, the degrees of the scale range from (15-75), as whenever the degree rises it will be an indicator that respondent has a high degree of procrastination.

The second instrument is the self-control scale. Having referred to some self-control scales, adopted in previous studies, the researcher selected some items from them; Maaly's study (2015) and Abdul Hadi (2015) were among these studies. The subjects were asked to respond to the items, by indicating their level of self-control, using a five point likert scale: (1) very strongly disagree, (2) strongly disagree, (3) agree, (4)

strongly agree, and (5) very strongly agree. The respondent whose point approaches the highest limit of the scale, can be labeled as having self-control skills of a high level, whereas the respondent whose grade is close to the lower limit of the scale has a lack in self-control skills. For the purpose of the study, the researcher verified the logical reliability of the scale by having it reviewed by a panel of specialists, whose opinions and suggestions concerning deletion, modification, or re-coining of some items were taken into consideration.

To find out the reliability coefficient, the researcher used the Alpha Cronbach Equation; the acceptance indicator was (0.840), by applying the scale to a sample of (30) students, who do not belong to the sample of the study.

Counseling Program

The researcher applied the counseling program to the experimental group in two sessions (the session is 50 minutes) every week.

The Rational Emotional Behavior Therapy program (REBT): The objective of the test is for the students who suffer from academic procrastination, not only to get rid of the negative destructive thoughts underlying the academic procrastination, but also to enhance their ability of self-control, through controlling the environmental stimuli to achieve the desired objective.

The program was checked by referees in the field in the area of psychological and educational counseling. Their recommendations were taken into consideration. Following is a summary of the program sessions:

The first session: A briefing of the nature of the collective counseling and the objectives and activities of the program.

The second session: Identifying the academic procrastination: causes, indicators and consequent impacts.

The third Session: Introducing the theoretical concepts of the rational emotional and behavioral therapy, and the irrational thoughts causing the academic procrastination.

The fourth session: Training in the method of restructuring the cognition structure and the method of self-inspiration, and how to distinguish the irrational thought from other ones, and to collateral them with emotional disorder, and how to convert them into rational ideas.

The fifth session: Teaching subjects how to encounter the negative self-talk with a more positive talk and high efficiency.

Session six: Introducing the control skill steps and discussing of the rules to be taken into consideration when controlling the stimuli.

Session seven: Training the skill of self-control and governing the environmental thinking prior to procrastination of tasks and assignments.

Session eight: Training self-evaluation and how to get feedback for the behavior.

Session nine: Demonstrating of the relationship between behavior and the happy activities. Training self-reinforcement when accomplishing the tasks.

The final session: Evaluating the program and applying the two tools of the study as post-test besides thanking the participants. This session will include evaluation of the program, thanking the participants for attendance, and urging them to follow up any future needs or counseling consolation.

Procedures

The researcher distributed the two instruments to students of the high school level at Ain Jannah high school, where the students who got the highest grades on academic procrastination grades and who are willing to participate in the study were identified. They were (30) students, and they were randomly divided into two groups: The control group and the experimental group who underwent a collective counseling program for five weeks--two sessions a week. The control group did not receive any training program. The post-scale was applied in the last session of the counseling program. The post scale was applied in the last session. Three

weeks later, the follow-up scale was applied to both groups.

Variables and Design

The independent variable: The counseling program

The two dependent variables: Academic procrastination and self-control

The experimental group GE

The experimental design was as follows:

The experimental group GE

GE: R O1 X O2 O3

(R) Random distribution O1 (pre test) (X) counseling program (O2) posttest (O3) follow-up measurement

The control group GC:

GC: R O1 - O2 O3

(R) Random distribution O1 (pre- measurement) (-) no-treatment (O2) post - measurement (O3) follow-up measurement.

Results

This study tested four hypotheses to evaluate the effect of the counseling program in decreasing the anxiety of academic procrastination and enhancing self-control of a sample of the first secondary grade. As for the initial analysis, the researcher calculated the arithmetic means, and standard deviations for the academic procrastination and self-control, of the pre-measurement. To find out the statistical difference among the arithmetic means, the t test was used as shown in table (1).

Table (1): Means and standard deviations of the group variable according the two scales of academic procrastination and self control

	Group	Number	Mean	S.D	T_ value	Degrees of Freedom	Statistical sig
The academic procrastination: The Pre Measurement.	Experimental	15	3.19	.357	-.326	28	.747
	Control	15	3.22	.226			
Self control the pre-measurement	Experimental	15	2.32	.321	1.346	28	.189
	Control	15	2.17	.313			

Table (1) shows that there are no statistical differences in procrastination and in self-control in the two pre-measurements and this result shows that groups are equivalent.

To verify the hypothesis stating that there are statistically significant differences ($\alpha=0.05$) between the means of the experimental group and the control group, according to academic procrastination scale in the post measurement, the research calculated means, standard deviations and the modified means of academic procrastination in the post measurement of the scores of both groups as shown in table (2).

Table (2): Means, standard deviations, post measure of the and the modified means for the scale for the academic procrastination according to the group variable

	Group	The mean	S.D.	Modified mean	Standard error	Number
The academic procrastination, the post measurement	Experimental	1.97	.721	1.970	.149	15
	Control	3.27	.351	3.267	.149	15
	Total	2.62	.863	2.618	.105	30

Table (2) shows observational variance in means, the standard deviations, and modified means for academic procrastination due to the difference in

groups (experimental, control). To test significance of the means, the researcher used the one way ANCOVA as shown in table (3).

Table (3): Results of the ANCOVA

Sources of variance	Sum of squares	Degrees of Freedom	Means of squares	(F) statistic value	Statistical significance	Effect size
Pretest (covariance)	.006	1	.006	.019	.892	.001
Group	12.569	1	12.569	37.726	.000	.583
Error	8.995	27	.333			
Total	21.584	29				

Table (3) shows statistically significant differences ($\alpha=0.05$) in academic procrastination attributed to group effect, where F- value reached 37.726 with statistical significance 0.000. The difference is in favor of the experimental group (counseled group).

To verify the hypothesis that states that there are statistically significant differences ($\alpha=0,05$) between the means of the experimental group and the control group according to self control for the post measure, the researcher calculated means, standard deviations, and modified means of the self-control scale for the post measure of the scores of the two groups as shown in table (4).

To find out the effectiveness degree the researcher calculated Eta square of (η^2) which was (0.583); this means that 55.3% of decrease in academic procrastination is ascribed to the program.

Table (4): Means, standards deviations and modified means of the self-control scale for the post measure according to group variable

		Mean	Standard deviation	Modified mean	Standard error	Number
Self control post measure	Experimental	3.44	.597	3.436	.122	15
	Control	2.20	.249	2.211	.122	15
	Total	2.82	.774	2.823	.085	30

Table (4) shows observational variance in means , standard deviations, and modified means of the self control for the post measure due to the variable of group (experimental, control). To test the significance

of the statistical differences between the means, the researcher used the one-way ANCOVA as shown in table (5).

Table (5): Results of ANCOVA

Source of Variance	Sum of Squares	Degrees of Freedom	Mean of Squares	F- value	Statistical significance	Effect Size
The pre- test (Covariance)	.023	1	.023	.106	.747	.004
Group	10.559	1	10.559	48.836	.000	.644
Error	5.838	27	.216			
Total	17.361	29				

Table (5) shows a statistically significant difference ($\alpha= 0.05$) in self control due to the effect of the group, where F- value reached (48.836) with statistical significance (0.000). The difference is in favor of the experimental group.

To test the hypothesis stating that there are statistically significant differences ($\alpha=0.05$) between the means of scores of the experimental group and those of the control group on academic procrastination scale at the follow-up measure, the researcher calculated means, the standard deviations, and the modified means of scores of the two groups as shown in table (6).

Table (6): Means, standard deviations, and modified means for the academic procrastination at the follow - up post measure according to the group variable

		Means	S.D	Modified Means	Standard errors	Number
Academic procrastination : follow-up measure	Experimental	1.92	.524	1.921	.160	15
	Control	3.01	.682	3.010	.160	15
	Total	2.47	.815	2.465	.113	30

Table (6) shows observational variance in means, standard deviations, and modified mean of academic procrastination; at follow- up measure. To find out the

statistical differences among means, the researcher used ANCOVA as shown in table (7).

Table (7): Results of ANCOVA

Sources Variation	Sum of Squares	Degrees of Freedom	Mean of squares	F value	Statistical significance	Effect Size
The pretest	.002	1	.002	.006	.940	.000
Group	8.873	1	8.873	23.134	.000	.461
error	10.355	27	.384			
Total	19.281	29				

Table (7) shows statistically significant difference ($\alpha= 0.05$) in academic procrastination at the follow-up measure, due to the impact of group, where F- value = 23.134 with a statistical significance 0.000. The differences was in favor of the experimental group.

To test the hypothesis that states that there are statistically significant differences ($\alpha=0,05$) between the mean scores of experimental group and the control group according to self control for the post measure. The researcher also calculated means, standard deviations, and the modified means of self-control for the post measure for the two groups as shown in table (8).

To find out the effect size, the researcher calculated the square of Eta (η^2). It was (0.461), which means that 46.1 % of the variation in students' performance is attributed to the program.

Table (8): Means, standard deviations and modified means of self control at the follow -up measure according to group variable

		Means	S.D	Modified Means	Standard error	Number
Self control follow up measure	Experimental	3.37	.553	3.351	.143	15
	Control	2.55	.524	2.563	.143	15
	Total	2.96	.673	2.957	.099	30

Table (8) shows observational variation in means, standard deviations and the modified means of self-control, at the follow- up measure, due to group

variables (experimental, control). To test the significance of the difference between means, ANCOVA was used as shown in table (9).

Table (9): Results of ANCOVA

Sources of Variance	Sum of squares	Degrees of Freedom	Means of squares	F- value	Statistical significance	Effect Size
The Pre test Covariance	.112	1	.112	.378	.544	.014
Group	4.370	1	4.370	14.738	.001	.353
Error	8.006	27	.297			
Total modified	13.146	29				

Table (9) shows a statistically significant difference ($\alpha=0.05$) in self control attributed to the group impact, where (F) value (14.738) and the difference was in favor of the experimental group.

Discussion

Results revealed a statistically significant difference between the experiential group and the control group, according to academic procrastination: the post measure, as the results showed the counseling program that rests on the rational emotional therapy, was more effective than non-therapy in reducing students' procrastination and anxiety that results from procrastination. The results show that the impact of the program was also substantial.

To find out the effect size, the researcher calculated the square of Eta (η^2), which was (0.353); this means that 35.3% of the variance in students' performance is attributed to the program.

This result goes along with the results of previous studies conducted by Zandi & Moradi (2016); Ozer, Demir & Ferrari (2013); and Toker & Avci (2015) which revealed the effectiveness of counseling programs that rely primarily on knowledge-based treatment in reducing academic procrastination.

This result can be explained in light of results of previous studies that indicated the efficiency of using the rational emotional behavioral therapy in reducing procrastination anxiety of many students. Thus, academic procrastination can be treated by the adoption of such therapeutic method, depending on its effectiveness in reducing procrastination and boosting individual ability to control behavior.

The researcher found that using the skills of the counseling program that rests on the rational at of behavioral emotional therapy creates a scientific way that helps organize student's study and enhances academic efficiency, thus becoming more confident in tackling academic tasks and assignments. The effect size of the program on members of the sample is substantial. This indicates that through training on the program resting the rational behavioral emotional therapy, students got the ability to handle academic situations, related tasks and assignments.

Comparing the implementation of the program with not implementing it, the researcher found that procrastination of academic tasks practiced by student will increase his academic performance. Hence, using therapeutic methods will lessen procrastination, and eventually get rid of it. This result supports the results of Abu Zureiq & Jaradat (2010) that pointed out the effect of training in modification of the negative phrases in lessening academic procrastination.

The results also revealed statistically significant difference, attributed to the effect of the group between control group and the experimental group according to self-control. The difference was in favor of the experimental group according the post-measurement.

The result showed that the extent of self-control of the group that has received training in the counseling program that rests on the rational behavioral emotional therapy was improved significantly. This improvement indicates the efficacy of this method in enhancing self-control through using students' abilities and capabilities, and utilizing them in academic field, according to cognitive behavioral procedures, with which students interact, making them more attached to the teaching process with an organized meaningful method. This matter emphasizes the association of the cognitive and behavioral therapy with self-control.

It is imperative, here, to point out that the training program on the rational behavioral emotional therapy has contributed to the increase of students' activities and their interaction, as a result of using simple skills. Thus, there is a need to conduct more studies, adopting such a

method, which trains students on self-control, because of its substantial significance in stimulating the potentials and utilizing the capacities. The results also indicate that there are statistically significant differences attributed to the group effect in favor for the experimental group on the academic procrastination; the follow-up measure. This emphasize that the counseling method is an effective one, when students implement it and constantly execute it.

This can be attributed to the rational emotional behavioral therapy method which includes effective procedures dealing with academic procrastination, such as carrying out cognitive behavioral therapy that contributed to acquiring the great benefit of this method in reducing students academic procrastination. The individual gets help tackling academic procrastination stimuli. According to results of the follow up measure, it is also noticed, here, that the effect size of the rational behavioral emotional therapy has been substantial. As a result, this method can be proper for handling academic procrastination. Due to its great effectiveness, this method has realized, in terms of test-anxiety, that there is a need for conducting more studies, adopting this method, to find out the constant effect for longer periods through extending the interval between the post test and the follow-up test.

The results also indicate statistically significant difference attributed to the effect of the group in self-control between the experimental and the control group, at the follow-up measure, where the effectiveness of the counseling program continued and surpassed the non-therapy. This is considered an indication that student's self-control in the academic field remained under the effect of the rational behavioral emotional therapy, and that the members of the group had positive effect, rendered by the program, in enhancing their self-control. This prompts them to adhere to it, and follow up applying the drills they have been trained on. It is also noticed that the effect size has become greater, according to follow-up measure of the counseling method. This is because students have taken an adequate experience to apply the skills they have learnt. The researcher deduces a strong correlation between training on the skills of the counseling program and enhancing self-control, because acquiring such skills enhance students capabilities and strengthen them.

Recommendations

In light of the results revealed by this study, the researcher puts forth a number of recommendations that he hopes to contribute to the fostering of the effectiveness of counselors and those who work in educational institutions, so that they will better deal with students who suffer from academic procrastination, and enhance their self control. These recommendations include:

- Applying REBT for the treatment of students who suffer from academic procrastination.
- Applying REBT for the treatment of students who suffer from the lack of self-control.
- Reduplicating this study after increasing the study sample making sure that there is a longer span of time between the pre-test and the follow-up test.

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