

# **The Effectiveness Of A Training Program Based On Reading Self-Efficacy To Reduce Academic Procrastination And Develop Achievement Motivation Among Students Who Are Failing Academically At Al-Aqsa University.**

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## **Abstract**

*The study aimed to reveal the effectiveness of a training program based on reading self-efficacy to reduce academic procrastination and develop achievement motivation among students who stumbled academically at the university. Achievement motivation, and the indicative program, and the study followed the quasi-experimental approach, and the study concluded that there are statistically significant differences between the mean ranks of the repetitions of the control group and the experimental group in the post-measurement on the academic procrastination scale, and the achievement motivation scale in favor of the experimental group, and that there are statistically significant differences between the averages of The scores of the experimental group members in the tribal and remote measurements on the academic procrastination scale, and on the achievement motivation scale for all dimensions in favor of the post measurement, and there were no statistically significant differences between the mean scores of the experimental group members in the post and follow-up measurements on the academic procrastination scale, and the achievement motivation scale for all dimensions.*

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## **I. Introduction:**

Students that struggle academically are among the groups who most need support and care from people around them, especially given the numerous challenges they encounter in the educational sphere.

Because of the progress we have made, the wealth of knowledge that is expanding, the subsequent identification and development, and the numerous tensions, crises, and rapid developments that are affecting every aspect of life in our world today, there are now more burdens and challenges that each person must deal with. This era is characterized by the distinction of knowledge and the occurrence of rapid developments, particularly in the methods of thinking used by the individual in dealing with his problems and the positions of his life. This prompted this individual to put off performing some tasks, and this put off may be acceptable despite his will, or for matters required by the task. But when the individual resorts to procrastination in all his affairs until the last moment, then procrastination becomes a negative phenomenon because it is linked to failure and the negative consequences of all this (Hadi, 2021).

As a personal trait, procrastination is also linked to a number of other traits, including low self-efficacy, low awareness, a lack of motivation, a focus on subpar performance, a lack of effort and persistence, and low proficiency. These traits cause the student to experience stress, anxiety, and self-blame. The degree and type of academic procrastination causes are discussed; to the extent that people differ in these traits, this decision is based on the person's age or academic stage, the duties given to him, the academic environment, and his or her psychological and social circumstances (Al-Obeidaniyeh, 2018: 3).

The phenomenon of procrastination also takes a clear and influential course in the academic process, which lies in the unnecessary postponement of some tasks that must be done, delayed, or abandoned. personal individual.

Academic procrastination manifests as putting off desired behavior until later, which makes it harder to attain one's goals. It can also take the shape of resistance or a method of work avoidance (Sawalha & Sawalha, 2018: 162).

The focus of achievement motivation, a subtype or form of achievement motivation, is on motivation for academic engagement. One of the most significant wants that influences human conduct is the desire for success and perfection. (Al-Anzi, 2003: 18).

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The traits of achievement motivation are highlighted by the fact that it is a latent energy in the person that works to motivate him to adopt a particular behavior in the outside world. This is done by selecting the response that is functionally useful to him in the process of adapting to his external environment, and placing the response in the place of precedence over other potential responses, which results in satisfying a specific need or achieving a spec It is expressed as a psychological or internal state that is not immediately witnessed but is implied by the apparent general direction of the behavior originating from it, which initiates activity under specific conditions and sustains it until it achieves a particular goal. Paying attention to the educational situation and engaging in directed activity, and continuing it until learning is achieved (Yusuf, 2011: 320).

Academic accomplishment motivation is a personal trait that sets people apart depending on their desire to do things properly. One's view of the likelihood of success is influenced by two different types of motives, including the desire to succeed and the desire to avoid failure. In contrast to forecasting failure, which is linked to a subsequent experience of shame, when someone expects the success of an activity related to achievement, they feel proud. (Pouratashi, et al, 2013: 92).

In the realm of education, where students' levels of desire for achievement vary, the idea of achievement motivation is frequently used. While some students may come across as lethargic and uninterested in their studies, others may have a great drive to strive and thrive. It's possible that their failure results from a decline in achievement motivation, particularly if they have the circumstances that make them more driven to succeed academically, rather than stumbling and failing, their outcomes might improve. (Al-Safi, 2000: 82).

This is the foundation upon which the researcher built the current study, which was encapsulated in the title: (The effectiveness of a training program based on reading self-efficacy to reduce academic procrastination and develop achievement motivation among students who are failing academically at Al-Aqsa University).

### **Problem of the Study:**

The problem of the current study is to answer the following main question:

**What is the effectiveness of a training program based on reading self-efficacy to reduce academic procrastination and develop achievement motivation among students who are failing academically at Al-Aqsa University?**

The following sub-questions emerge:

- 1. Are there statistically significant differences between the mean scores of the experimental group and the control group in the post-measurement on the scale of academic procrastination and achievement motivation in favor of the experimental group?**
- 2. Are there statistically significant differences between the mean scores of the experimental group in the pre and post measurements on the scale of academic procrastination and achievement motivation in favor of the post measurement?**
- 3. Are there statistically significant differences between the mean scores of the experimental group in the post and follow-up measurements on the scale of academic procrastination and achievement motivation?**

### **II. Objectives of the study:**

The current study aimed to identify the effectiveness of a training program based on reading self-efficacy in reducing the level of academic procrastination and developing achievement motivation among a sample of students who are failing academically at the university, and to identify the significant differences between the mean scores of the students who are failing academically at the university in the experimental group, and the mean scores of the control group on The academic procrastination scale, the achievement motivation scale, and knowing the essential differences between the mean scores of the students who failed academically at the university in the experimental group in the academic procrastination scale, and the achievement motivation in the post and follow-up measurements.

### **III. Importance of the study:**

The importance of the study is represented in two aspects:

#### **First: Theoretical:**

- The study sought to present a theoretical framework dealing with academic procrastination and achievement motivation among students who struggled academically at the university.
- The Palestinian library's need - according to the researcher's knowledge - for this type of studies that help reduce academic procrastination and develop motivation for achievement among students who fail academically at the university through a counseling program.
- It can be considered a reference for researchers and postgraduate students. To benefit from the results, tools, and recommendations of the study in their research.

**Second: Applied:**

1. It is represented in the use of a counseling program to reduce the level of academic procrastination, and to develop achievement motivation among a sample of students who are failing academically at the university.
2. Those who work in the fields of dealing with students who fail to study at the university, mental health, psychological counseling, social work, and local community institutions may benefit from the results of the study.
3. It may benefit from the applied side - decision makers; This is due to the effects that will be left by the applied side, in improving the services provided to the students who fail to study at the university, and in developing strategic plans.
4. The study may contribute to providing counselors and workers in the educational field with a group counseling program in reducing academic procrastination and developing achievement motivation among students who are failing academically at the university.

#### **IV. Terminology of study:**

**academic procrastination**

It is a common experience among students at the university, as it represents an obstructive behavior that may lead to anxiety, tension, frustration, or a feeling of guilt, and this may lead to the emergence of troubles and difficulties in academic work, prevents reaching the desired goal, and generates negative feelings towards others (Al-Abd and Muhammad Taha, 2021: 330).

It is defined procedurally in this study by the degree that the study sample obtains on the academic procrastination scale prepared for the study.

**Achievement motivation:**

It is a relatively stable characteristic of the personality traits that are rooted in the individual during childhood. These traits motivate the individual and push him to do work in which he expects a reasonable amount of success for himself and to avoid easy work. He also avoids very difficult work for fear of failure. This motive is linked to the upbringing of independence in childhood (Rabee 2009: 503).

Procedurally defined in this study is the degree obtained by the study sample on the achievement motivation scale prepared for the study.

#### **V. Limitations**

**Temporal limits:** The study was implemented in the second semester of the academic year (2021-2022).

**Spatial limitations:** The study was applied on a sample of students who are struggling academically at Al-Aqsa University.

**Human Limits:** The study sample consisted of students who failed academically at Al-Aqsa University.

**Previous studies:**

In this regard, several studies were conducted that dealt with academic procrastination and achievement motivation. The study of Al-Majdalawi (2022) sought to determine whether a cognitive-behavioral counseling program was successful in raising self-control and lowering academic lag among students in the tenth grade. 26 male students made up the sample. They were split into two groups: a control group with 13 students and an experimental group with the same number of pupils. The researcher produced the counseling program as well as the two self-management and academic procrastination assessments that were employed. The outcomes demonstrated the program's effectiveness in increasing self-management and decreasing academic procrastination in measuring. Additionally, it demonstrated the persistence of this self-management improvement and an increase in the lag reduction in the experimental group's follow-up measurements.

(Al-Dmour et al., 2022) sought to determine the degree of academic procrastination among a sample of Jordanian university students who use the Internet and its relationship to their achievement motivation. They also sought to determine whether this relationship varied according to the student's gender and the college in which he is enrolled. The study's sample included (360) first-year students from Yarmouk University who are enrolled in the second semester of 2018/2019 and who use the Internet for four or more hours each day, including (149) male students and (211) female students. They were selected using a stratified random technique. Two tools were applied to them, which enjoyed validity and reliability, in order to measure the level of academic procrastination and achievement motivation. Students who utilize the Internet exhibit moderate procrastination and low levels of achievement motivation. The findings also showed that among students who use the Internet, academic procrastination and accomplishment motivation are negatively correlated. The researchers came to a set of conclusions and recommendations, the most significant of which were: the need for the deans of student affairs and the faculties of educational sciences in universities to educate students to develop the level of achievement motivation, reduce the level of procrastination for academic assignments, and provide them with tasks and assignments that challenge their abilities and are characterized by excitement and suspense.

The goal of (Narasimhan, 2018) was to gauge the level of academic procrastination among Indian secondary school students. The study's knowledgeable sample was made up of 100 male and female students. The study's findings indicated that the level of academic procrastination was on average, and that there are statistically significant differences between students that have an impact on achievement motivation.

The goal of (Atalayin et al., 2017) was to determine the extent of academic procrastination among university students. The study sample consisted of 452 students, and the results showed that academic procrastination is common among university students (50%) and that procrastinating students perform worse academically than their non-procrastinating peers.

Atallah (2017) sought to determine the correlation between university students' self-confidence, external and internal motivating tendencies, and academic procrastination. There were 236 male and female students in the study sample. The amounts of academic procrastination attributable to gender did not differ.

While the study of Ajal (2016) aimed to identify statistically significant differences in the level of achievement motivation among students who excel academically and those with difficulties in learning mathematics, the study sample consisted of (80) students, and the results showed that there are statistically significant differences between the average performance of the sample. People with learning difficulties and students who excel in mathematics in favor of those who excel in academics.

The goal of Sarangi (2015)'s study was to determine how well a counseling program worked to increase the achievement motivation of a sample of secondary school pupils in the Assam city. 40 students, both male and female, made up the study sample. According to the study's findings, there are statistically significant differences between the two experimental groups and the control group in favor of the experimental group on the accomplishment motivation scale's overall score.

The researcher adds that prior studies had the same semi-experimental approach as the current study and addressed procrastination and motivation for academic accomplishment. The researcher used the previous studies to help analyze and describe the results of the current study.

## VI. Study Procedures

**Study methodology:** To accomplish the study's goals, the researcher adopted a semi-experimental methodology. The training program and its sessions are the study's independent variables, and academic procrastination and accomplishment motivation are its dependent variables.

**Study population:** The study population consisted of students who failed academically at Al-Aqsa University.

**Study sample:** The study sample consisted of two samples, the exploratory sample, and the researcher chose a random, pilot study sample consisting of (30) female students, with the aim of verifying the validity of the study scale by calculating the validity and reliability by appropriate statistical methods, and the actual sample, and the study sample included (40) divided into Two groups (20) experimental and (20) control.

### achievement motivation measure

#### Verification of the psychometric properties of the scale:

##### First: Validity of the Questionnaire:

**The validity of the internal consistency:** By utilizing the SPSS program to determine the Pearson correlation coefficient between each paragraph and the domain to which it belongs, the validity of the consistency was confirmed.

**Table (1) Correlation coefficients between the paragraphs of the first field (the pursuit of excellence and success) and the total score of the field**

#	Correlation	#		#		#	
1	0.745**	8	0.745**	15	0.745**	23	0.745**
2	0.745**	9	0.745**	16	0.745**	24	0.745**
3	0.745**	10	0.745**	17	0.745**	25	0.745**
4	0.745**	11	0.745**	18	0.745**	26	0.745**
5	0.745**	12	0.745**	19	0.745**	27	0.745**
6	0.745**	13	0.745**	20	0.745**	28	0.745**
7	0.745**	14	0.745**	21	0.745**	29	0.745**
				22	0.745**	30	0.745**

It is clear from Table No. (1) that all paragraphs are statistically significant, which indicates the validity of all paragraphs

**Construct Validity:** To test the constructive validity, the researcher calculated the correlation coefficients between each domain of the scale with the total score of the same domain, and the researcher obtained the following correlation matrix:

**Table (2) Correlation coefficients between dimensions and total score**

Domain	Correlation coefficients
The pursuit of excellence and success	0.76**
Ambitious and looking towards the future	0.85**
Competition and perseverance	0.68**
Independence and taking responsibility	0.79**

It is clear from Table (2) that all dimensions are statistically significant, which indicates the validity of the dimensions and the validity of their application in the study.

**Reliability of the paragraphs of the questionnaire:** In order to verify the reliability, the total reliability of the questionnaire and its various fields was calculated by calculating the Cronbach Alpha coefficient using the SPSS program as shown in Table (3).

**Table (3) Cronbach's alpha reliability coefficient for each domain of the questionnaire and the total score**

Domain	Cronbach's alpha reliability coefficient
The pursuit of excellence and success	0.84
Ambitious and looking towards the future	0.89
Competition and perseverance	0.78
Independence and taking responsibility	0.86
Total Score (Achievement Motivation)	0.89

It is evident from Table No. (3) for the resolution as a whole (0.89), which is a high stability coefficient.

Second: Academic Procrastination Scale

Verification of the psychometric properties of the scale:

Internal consistency validity

The validity of the consistency was verified by calculating the Pearson correlation coefficient between each item and the total score of the scale using the (SPSS) program.

**Table (4) Correlation coefficients between each paragraph and the total score of the domain**

#	Correlation coefficient	#	Correlation coefficient
1	0.63**	13	0.78**
2	0.67**	14	0.69**
3	0.75**	15	0.85**
4	0.78**	16	0.79**
5	0.69**	17	0.62**
6	0.61**	18	0.85**
7	0.75**	19	0.69**
8	0.79**	20	0.78**
9	0.59**	21	0.63**
10	0.64**	22	0.85**
11	0.82**	23	0.64**

Table (4) shows clearly that all items of the questionnaire are statistically significant, which indicates the validity of all items

**Reliability of the paragraphs of the questionnaire:** In order to verify the reliability of the questionnaire, the overall reliability of the questionnaire and its various domains was calculated by calculating the Cronbach Alpha coefficient using the SPSS program as shown in Table (5).

**Table (5) Cronbach's alpha stability coefficient for each domain of the questionnaire and the total score**

Domain	Cronbach's alpha reliability coefficient
(Academic procrastination) Overall score	0.93

Table (5) shows clearly that the overall reliability of the questionnaire and the domain (Academic procrastination) is 0.93 which is very high.

**Indicative program:**

**Table (6) A brief explanation of the counseling program sessions**

<b>Session Number</b>	<b>Session One</b>
<b>Session Title</b>	Getting to know each other and building mutual trust.
<b>General objective</b>	is to achieve acquaintance and build mutual trust between the researcher and the experimental group members.
<b>Objectives of the session</b>	<ol style="list-style-type: none"> <li>1. The researcher should introduce himself to the members of the experimental group.</li> <li>2. The researcher gets to know the experimental group members.</li> <li>3. Learn about the extension process, its ethics and objectives.</li> <li>4. That the members of the experimental group get to know each other.</li> <li>5. The purpose of the counseling program sessions should be discussed.</li> <li>6. Signing the behavioral contract designed to implement the content of the program.</li> </ol>
Counseling techniques	Discussion and dialogue, reinforcement, and homework.
Session number	The second session
Session title	Motivation of Achievement
The general objective	is for the members of the experimental group to become acquainted with the concept, importance, obstacles, and ways to achieve achievement motivation.
Objectives of the session	<ol style="list-style-type: none"> <li>1. Increase interaction, familiarity and trust among the members of the experimental group.</li> <li>2. That the experimental group learn about the concept of achievement motivation.</li> <li>3. The experimental group should recognize the importance of achievement motivation.</li> <li>4. The experimental group should identify the obstacles to achievement motivation.</li> <li>5. That the experimental group learn about ways to achieve achievement motivation.</li> </ol>
session Counseling techniques	Discussion and dialogue, positive reinforcement, homework, and role playing.
Session No.	Third session
Session Title	Academic Procrastination.
The general objective	is for the experimental group to become acquainted with the concept, causes and methods of preventing academic procrastination.
The general objective	is for the experimental group to become acquainted with the concept, causes and methods of preventing academic procrastination.
Objectives of the session	<ol style="list-style-type: none"> <li>1. That the members of the experimental group become acquainted with the concept of academic procrastination.</li> <li>2. The experimental group should identify the causes of academic procrastination.</li> <li>3. That the experimental group learn about ways to prevent academic procrastination.</li> </ol>
Counseling techniques	Discussion and dialogue, brainstorming, reinforcement, homework, and role-playing.
Session No	Fourth session
title of the session	irrational thoughts and ways to modify them.
The general objective	is for the experimental group to identify irrational thoughts according to Alice's model and ways to modify them.
Objectives of the session	<ol style="list-style-type: none"> <li>1. That the members of the experimental group identify irrational thoughts according to Alice's model.</li> <li>2. That the members of the experimental group know ways to modify irrational thoughts.</li> <li>3. The experimental group should identify the irrational thoughts that hinder achievement motivation and cause academic procrastination.</li> <li>4. His acting scenes should simulate the refutation of irrational ideas.</li> </ol>
Counseling techniques	Discussion and dialogue, brainstorming, reinforcement, homework, changing ideas, irrational thinking, and role playing
Session No	Fifth session
title of the session	positive thinking
The general objective	to train the experimental group on positive thinking in order to enhance achievement motivation and reduce academic procrastination.
Session objectives	<ol style="list-style-type: none"> <li>1. Recognizing the importance of positive thinking.</li> <li>2. The experimental group should be trained to adopt positive thoughts.</li> <li>3. The experimental group should be trained to employ positive ideas that contribute to the development of achievement motivation.</li> <li>4. The experimental group should be trained to employ positive ideas that contribute to reducing academic procrastination.</li> </ol>
Counseling techniques	Discussion and dialogue, positive reinforcement, homework, role playing, and positive thinking.
Session No.	Sixth session

The effectiveness of a training program based on reading self-efficacy to reduce academic.....

Title of the session	The relationship between events, systems of thinking and results
General objectives	To train the experimental group to use the ABC relationship in developing achievement motivation and reducing academic procrastination.
Objectives of the session	<ol style="list-style-type: none"> <li>1. The members of the experimental group should become familiar with the relationship (ABC) and ways to use it in dealing with the difficulties of daily life.</li> <li>2. That the members of the experimental group discuss methods of employing the relationship (ABC) in developing achievement motivation and reducing academic procrastination.</li> <li>3. The experimental group should be trained on the factors that lead to overcoming the experiences that cause academic procrastination.</li> <li>4. That the experimental group members apply sound methods to develop achievement motivation in order to reach overcoming the situations that cause academic procrastination.</li> </ol>
Counseling techniques	Discussion and dialogue, reinforcement, relationship, (ABC), feedback, and homework.
Session No	Seventh Session
Session title	Determine learning goals
The general objective	to train the experimental group members on good planning for learning and setting its goals.
Session Objectives	<ol style="list-style-type: none"> <li>1. The experimental group should recognize the importance of planning and setting goals in learning.</li> <li>2. The experimental group members should be trained in planning and setting learning goals, through the implementation of representative scenes.</li> <li>3. That the experimental group learn about the importance of planning and setting goals in learning in reducing academic procrastination and developing achievement motivation.</li> </ol>
Counseling techniques	Discussion and dialogue, feedback, reinforcement, role-playing, and homework.
Session number	Eighth session
Session Title:	Problem Solving
General objective	for the experimental group to be trained in problem-solving, which contributes positively to reducing academic procrastination and developing achievement motivation
Session Objectives	<ol style="list-style-type: none"> <li>1. Know the concepts of (problem) and (problem solution).</li> <li>2. That the experimental group learn about the problem-solving skill and its steps.</li> <li>3. That the members of the experimental group identify the ways that lead to acquiring the problem-solving skill.</li> <li>4. The experimental group should be aware of the importance of problem-solving skill and its relationship to reducing academic procrastination and developing achievement motivation.</li> <li>5. The experimental group should train the appropriate skills and methods in order to develop the problem-solving skill that students face during learning</li> </ol>
Counseling techniques	Discussion and dialogue, problem solving, brainstorming, role playing, and homework.
Session No.	Ninth session
Title of the session	Motivation to accomplish
General objective	to develop achievement motivation among the experimental group members.
Objectives of the session	<ol style="list-style-type: none"> <li>1. The members of the experimental group should know the meaning and importance of achievement motivation in reducing academic procrastination.</li> <li>2. That the members of the experimental group identify the factors that lead to the development of achievement motivation.</li> <li>3. The experimental group should apply sound and constructive methods to develop learning motivation in order to reach the development of achievement motivation and reduce academic procrastination.</li> <li>4. The experimental group members should implement acting scenes that simulate the development of achievement motivation and reduce academic procrastination.</li> </ol>
Counseling techniques	Discussion and dialogue, feedback, role-playing, modifying ideas, reinforcement, and homework.
Session No.	Tenth session
Title of the session	positive self-talk
General objective	for the experimental group to have the ability to positive self-talk.
Objectives of the session	<ol style="list-style-type: none"> <li>1. That the members of the experimental group become acquainted with the concept of positive self-talk.</li> <li>2. The experimental group should recognize the importance of positive self-talk in developing achievement motivation and reducing academic procrastination.</li> <li>3. The experimental group should be trained on positive self-talk.</li> <li>4. That the members of the experimental group be able to confront negative thoughts in school life.</li> </ol>
Counseling techniques	Lecture and discussion, brainstorming, reinforcement, role playing, modifying ideas, positive thinking, and positive self-suggestion.
Session number	Eleventh session
Session title	Relaxation.
General objective	for the experimental group to practice relaxation exercises.
Objectives of the session	<ol style="list-style-type: none"> <li>1. That the members of the experimental group become acquainted with the relaxation exercise and the methods of its application.</li> <li>2. The experimental group should recognize the importance of relaxation exercise in reducing academic procrastination and developing achievement motivation.</li> <li>3. To implement a relaxation exercise and simulate situations that cause academic procrastination and get rid of them, and replace them with situations that contribute to the development of achievement motivation.</li> </ol>
Counseling techniques	Lecture and discussion, brainstorming, relaxation, reinforcement, and homework.

Session number	Twelfth session
Session title	Time management.
General objective	for the experimental group to have the ability to manage time in study.
Objectives of the session	1. That the members of the experimental group become acquainted with the skill of time management. 2. The experimental group should recognize the importance of time management in the study. 3. The experimental group should be trained in positive time management by distributing papers to the students and asking them to set a daily schedule in order to study and manage time effectively. 4. That the experimental group discuss the importance of time management in reducing academic procrastination and developing achievement motivation.
Counseling techniques:	lecture and discussion, brainstorming, reinforcement, time management, role-playing, and homework.
Session No.	Thirteenth session
Session title	Termination session
General objective	to complete the extension program and evaluate its effectiveness.
Objectives of the session	1. The researcher should identify the impressions of the experimental group members about the program and benefit from it. 2. The researcher should strengthen the experimental group members in applying the skills and exercises that were trained in the counseling program in daily life. 3. The researcher should complete the counseling program sessions. 4. The dimensional measurement should be applied.
Counseling techniques:	Dialogue and discussion, feedback, brainstorming, and reinforcement.

**Equivalence of the two study groups:**

The researcher made sure that the experimental and control groups were equal in the following variables:

- 1- **Achievement:** Referring to their grade sheets and calculating the t-value for the difference between the two averages, it did not reach the level of statistical significance at the level of 0.05.
- 2- **The cultural, economic and social level:** the experimental and control samples were chosen from the same economic, social and cultural environment.
- 3- **The level of achievement motivation:** The achievement motivation scale prepared by the researcher before conducting the experiment was applied to the students of the experimental and control groups, and their grades were monitored and treated statistically using the (U) test to investigate the differences between the averages of the two independent groups.

**Table (7) Significance of differences between the average ranks of the experimental and control groups in the tribal measurements on the achievement motivation scale using the Mann Whitney test**

Dimensions	Control Group N=20		Control Group N=20		U Value	Z Value	Sig.
	M of ranks	Sum of ranks	M of ranks	Sum of ranks			
The pursuit of excellence and success	21.28	425.5	19.73	394.5	184.5	0.425-	0.671
Ambitious and looking towards the future	18.38	367.5	22.63	452.5	156	1.58-	0.247
Competition and perseverance	22.7	454	18.3	366	152.5	1.20-	0.230
Independence and taking responsibility	18.38	367.5	22.63	452.5	192	1.29-	0.195
Overall score Achievement motivation	20.1	402	20.9	418	174.5	0.217-	0.828

The value of significance for all dimensions was greater than 0.05 which indicates the absence of statistically significant differences between the mean ranks of the repetitions of the control group and the experimental group in the post measurement on the achievement motivation scale.

**The level of academic procrastination:** The academic procrastination scale prepared by the researcher before conducting the experiment was applied to the students of the experimental and control groups, and their scores were monitored and treated statistically using the (U) test to investigate the differences between the averages of the two independent groups.



**Table (8) Significance of differences between the mean ranks of the experimental and control groups in the post measurements on the scale of academic procrastination using the Mann Whitney test**

Dimensions	Control Group N=20		Control Group N=20		U Value	Z Value	Sig.
	M of ranks	Sum of ranks	M of ranks	Sum of ranks			
Overall score (Academic procrastination)	21.28	425.5	19.73	394.5	184.5	0.425-	0.671

There are no statistically significant differences between the average ranks of the repetitions of the control group and the experimental group in the post measurement on the academic procrastination scale as the value of the significance level is greater than 0.05, (sig.=0.671)

### VII. Statistical methods used in the study:

The researcher unpacked and analyzed the **achievement motivation measurement** through the statistical analysis program Statistical Package for the Social Sciences (SPSS), and the following statistical tools were used: frequencies, arithmetic averages, standard deviations, and Cronbach's Alpha test to find out the stability of the items of the achievement motivation measure, and the coefficient of Pearson correlation to measure the degree of correlation, Mann-Whitney test, Wilcoxon test, Eta-square.

### VIII. Study results and discussion

Results of the first hypothesis: There are statistically significant differences between the ranks of the mean scores of the experimental and control group members in the post-measurement on the achievement motivation scale in favor of the experimental group.

To test this hypothesis, the researcher used the Mann-Whitney rank test to calculate the significant differences between the mean scores of the experimental group and the control group in the post-measurement on the achievement motivation scale, and the following table shows that.

**Table (9) Significance of differences between the average ranks of the experimental and control groups in the post-measurements on the achievement motivation scale using the Mann Whitney test**

Dimensions	Control Group N=20		Control Group N=20		U Value	Z Value	Sig.
	M of ranks	Sum of ranks	M of ranks	Sum of ranks			
The pursuit of excellence and success	16.83	336.5	24.18	483.5	126.5	2.14-	0.032**
Ambitious and looking towards the future	15.68	313.5	25.33	506.5	103.5	2.67-	0.007**
Competition and perseverance	18.38	367.5	22.6	452.5	157.5	3.88-	0.023**
Independence and taking responsibility	17.5	350	23.5	470	140	6.81-	0.01**
Overall score Achievement motivation	17.40	348	23.6	472	138	6.31-	0.00**

\*\* significant at the significance level  $\alpha \leq 0.05$

The previous table explains that the overall significance of the domain (Achievement Motivating) is 0.00, this indicates that there are statistically significant differences between the mean ranks of the repetitions of the control group and the experimental group in the post-measurement on the achievement motivation scale in favor of the experimental group.

The experimental group was subjected to the counseling program, which maintained the differences in age and educational level, and this is due to the fact that the sessions were appropriate for all members of the experimental group, and it became clear that the techniques, methods, skills, trainings, activities, and means used during the sessions of the selective counseling program were employed. This is accomplished through the sessions' and activities' interactions between the participants in the experimental group.

The researcher attributes this to the significance and efficacy of the counseling program based on the specific counseling techniques used in the study to enhance achievement motivation, diversity of skills, training, and activities, as well as train the members of the experimental group to apply what they learned during the counseling sessions through homework and employ them as skills in daily life.

**Results of the second hypothesis: There are statistically significant differences between the ranks of the mean scores of the experimental group in the pre and post measurements on the achievement motivation scale in favor of the post measurement.**

To test this hypothesis, the researcher used the Wilcoxon rank test to calculate the significance of the differences between the mean scores of the experimental group in the pre and post measurement on the achievement motivation scale, and the following table shows that:

**Table (10) the results of the Wilcoxon test and the (Z) value of the differences between the mean ranks of the experimental group scores in the pre and post measurements on the achievement motivation scale**

Dimensions	Ranks	N	M. of ranks	Sum of ranks	Value of Z	Sig.
The pursuit of excellence and success	Negative ranks	6	4.83	29	2.84-	0.004**
	Positive ranks	14	12.9	181		
	Neutral ranks	0				
Ambitious and looking towards the future	Negative ranks	3	4.17	12.5	-3.32	0.00**
	Positive ranks	16	11.09	177.5		
	Neutral ranks	1				
Competition perseverance and	Negative ranks	2	3.25	6.5	-3.44	0.001**
	Positive ranks	16	10.28	164.5		
	Neutral ranks	2				
Independence and taking responsibility	Negative ranks	3	3.00	9.00	-3.58	0.00**
	Positive ranks	17	11.8	201.1		
	Neutral ranks	0				
Overall score Achievement motivation	Negative ranks	2	4.00	8.00	-3.50	0.00**
	Positive ranks	17	10.7	182.00		
	Neutral ranks	1				

\*\* significant at the significance level  $\alpha \leq 0.05$

The value of sig. = 0.00 for all dimensions which is less than 0.01, and this indicates that there are statistically significant differences between the mean scores of the experimental group in the pre and post measurement on the achievement motivation scale in favor of the post measurement.

The pre and post application average scores were computed in the experimental group in order to determine the feasibility of a training program based on reading self-efficacy for fostering achievement motivation among Al-Aqsa University students who struggled academically. Each effect size measure's effect size levels are (0.01 to 0.06 small, greater than 0.06 to 0.14 medium, greater than 0.14 effect size large)

**Table No. (11) The value of “v” and “2μ” to find the effect size**

Domain	T- Value	Eta Square	Size of Effect
Accomplishment Motivation	75.72	0.99	large

The results related to the previous table indicate that the size of the effectiveness between the pre-experimental and the post-experimental groups, that is, there is an effectiveness of a training program based on reading self-efficacy to develop motivational achievement and reduce academic procrastination among students who fail academically at Al-Aqsa University.

It is clear that the performance of the experimental group on the achievement motivation scale is higher than the performance of the control group on the post-measurement, which indicates an improvement in the experimental group. This indicates that the experimental group received a counseling program that kept in mind the differences between students in the variable of age and educational level, as the program sessions and activities that were implemented were suitable for all members of the experimental group, and this was evident through the interaction of the members of the experimental group during the sessions and activities that were implemented.

**Results of the third hypothesis: There are statistically significant differences between the ranks of the mean scores of the experimental and control group members in the post-measurement on the academic procrastination scale in favor of the experimental group.**

To test this hypothesis, the researcher used the Mann-Whitney rank test to calculate the significance of the differences between the mean scores of the experimental group and the control group in the post-measurement on the academic procrastination scale, and the following table shows that.

**Table (12) Significance of differences between the mean ranks of the experimental and control groups in the post measurements on the academic procrastination scale using the Mann Whitney test**

Dimensions	Experimental Group N=18		Control Group N=18		U Value	Z Value	Sig.
	M of ranks	Sum of ranks	M of ranks	Sum of ranks			
Overall score academic procrastination	15.2	304	25.8	516	94	0.004	0.00**

It is clear from the table that the value of sig = 0.000 and this indicates that there are statistically significant differences between the mean ranks of the repetitions of the control group and the experimental group in the post-measurement on the academic procrastination scale at the significance value ( $\alpha \leq 0.05$ ) in favor of the experimental group.

The experimental group was subjected to the counseling program, which maintained the differences in age and educational level, and this is due to the fact that the sessions were appropriate for all members of the experimental group, and it became clear that the techniques, methods, skills, trainings, activities, and means used during the sessions of the selective counseling program were employed. This is accomplished through the sessions' and activities' interactions between the participants in the experimental group.

This is attributed by the researcher to the significance and efficiency of the counseling program based on the selective counseling techniques used in the study to decrease academic procrastination, the variety of skills, training, and activities, as well as training the experimental group participants to apply what was learned during the counseling sessions through homework and employing them as skills in daily life.

**Results of the fourth hypothesis: There are statistically significant differences between the ranks of the mean scores of the experimental group in the pre and post measurements on the academic procrastination scale in favor of the post measurement.**

To test this hypothesis, the researcher used the Wilcoxon rank test to calculate the significance of the differences between the mean scores of the experimental group in the pre and post measurement on the academic procrastination scale, and the following table shows that:

**Table (13) The results of the Wilcoxon test and the (Z) value of the differences between the mean ranks of the experimental group scores in the pre and post measurements on the academic procrastination scale**

Dimensions	Ranks	N	Mean of Ranks	Sum of ranks	Z Value	Sig.
Overall Grade	Negative ranks	7	5.71	40	-2.21	0.027*
	Positive ranks	12	12.5	150		
	Neutral ranks	1				

The above table clarifies that the value of sig = 0.027 which is less than 0.05, and this indicates that there are statistically significant differences between the mean scores of the experimental group in the pre and post measurement on the academic procrastination scale for all dimensions in favor of the post measurement.

In order to measure the effectiveness of a training program based on reading self-efficacy to reduce academic procrastination among students who are failing academically at Al-Aqsa University, the average scores of the pre and post application scores were calculated in the experimental group. To define effect size levels for each effect size measure are (0.01 to 0.06 small, greater than 0.06 to 0.14 medium, greater than 0.14 effect size large

**Table No. (14) The value of “v” and “2μ” to find the effect size**

Dimension	T- Value	Eta square	Size of effect
Accomplishment Motivation	62.3	0.78	large

The results from the previous table show that there is an effectiveness of a training program based on reading self-efficacy to foster motivational achievement and lessen academic procrastination among Al-Aqsa University students who struggle academically in terms of the size of the effectiveness between the pre-experimental and post-experimental groups.

It is clear that the performance of the experimental group on the achievement motivation scale is lower than the performance of the control group on the post-measurement, which indicates a decrease in the level of academic procrastination among the experimental group. The members of the experimental group compared to their counterparts in the control group.

This is because the researchers trained the students during the sessions to lessen the pressures and factors causing academic procrastination, and this is because the experimental group members were trained on many different counseling techniques based on selective therapy. This occurred during the sessions of the selective counseling program. The researcher observed that there was a discernible change in favor of reducing academic procrastination during the application of the study tools and the group and individual discussions with the members of the experimental group. This was demonstrated through the interaction of the members of the experimental group during the sessions and activities that were implemented.

### **IX. Recommendations:**

In light of the findings of the study, the researcher recommends the following:

1. The need to implement several programs aimed at enhancing achievement motivation and reducing academic procrastination for Al-Aqsa University students.
2. Conducting more studies dealing with Al-Aqsa University students.
3. Providing the students of Al-Aqsa University with many experiences related to the future, the qualifications, and the capabilities that they enjoy.

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