Comparing the Effectiveness of Reality Therapy and Solution-Oriented Therapy on Academic Procrastination and Academic Hope of Female Secondary High School Students in Bandar Abbas City

Maryam Abolfathi [1] , **Ashraf Beirami** [2] *, **Moosa Javdan** [3]

1. Clinical Psychology, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran
2. Department of Nursing, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran
3. Department of Counseling and Psychology, Faculty of Humanities, University of Hormozgan, Bandar Abbas, Iran

ARTICLE INFO

Corresponding Author:
Ashraf Beirami
drashrafbeirami@iau.ir

ABSTRACT

Background: One of the most important effective factors in the discussion of motivation and academic progress can be found in the concepts of procrastination and academic hope. Therefore, the present study was conducted to compare the effectiveness of reality therapy and solution-oriented therapy on academic procrastination and academic hope of secondary school girls in Bandar Abbas City.

Methods: The research was semi-experimental with a pre-test-post-test design with a control group. The statistical population of the study was made up of all the female students of the second level of secondary education Bandar Abbas in the academic year of 2023-2024. Using the random sampling method, 45 people were selected and randomly assigned to two experimental groups and a control group. The research tools were Rothbloom and Solomon's academic procrastination questionnaires and Campbell and Cowen's academic hope questionnaires. The data were analyzed using covariance analysis.

Results: The results showed that there is a significant difference in academic procrastination ($P < 0.01$ & $F = 514/91$) and academic hope ($P < 0.01$ & $F = 184/61$) between the subjects of the experimental and control groups in the post-exam and follow-up stages in favor of the two experimental groups; Also, the results of the Bonferroni test showed that the difference between reality therapy and solution-oriented variables in procrastination and academic hope is significant in favor of reality therapy.

Conclusion: Both approaches, especially reality therapy, can be used to improve students' procrastination and academic hope and ultimately increase their academic progress.

Keywords: Reality therapy, solution-oriented therapy, students

Introduction

In any society, paying attention to the psychological, educational, cultural, and interests of students and providing the necessary background for the growth and success of students who are the future builders of the country is considered an important issue in the field of education (1). Discovering and studying variables affecting success helps to better understand and predict effective factors in school (2). The educational status of students, especially secondary school students, plays an important role in the growth and development of the country (3). Every year, a large number of students are prevented from their potential growth, and years are added to their educational years, this issue imposes huge costs on the economy of families and education (4, 3). The most important sign of the success of the educational system in achieving its goals is the academic success rate of its students. Many factors affect academic success, including intelligence and talent, self-efficacy, effort, tenacity, etc. (5). Procrastination refers to a part of psychological characteristics in which delaying work or the responsibility of behavior is due to its unpleasantness and boringness, which in most situations leads to dissatisfaction with performance (6). Academic procrastination is common among students and causes them to get low grades, drop out of academic courses, fail academically, drop out of classes and school, and stay away from school assignments (7, 8). About 40 to 60 percent of students suffer from academic procrastination, which means delaying academic goals to a time and place where optimal performance is almost impossible (7). Another effective factor in improving the academic status of students is academic hope (8). Hope is by no means innate. Hope is introduced as a process of thinking about a goal with the motivation to move towards these goals (agent) and ways to reach these goals (passage) (7). Also, according to Hansen (7), academic hope is students' belief in their abilities to develop strategies to achieve goals and having the necessary motivation to use the strategy of maintaining a high level of positive affect as well

as commitment to longer endurance and More effort to challenge and complete academic tasks (7). Hope is a reliable predictor of academic success and a basic need for students. In other words, hope is related to more competence in many areas of life, such as education (8) and it empowers students to overcome problems by focusing on success, and by increasing this possibility, they reach their goals. Are achieved (9). To improve the educational status and variables related to it, there are many therapeutic educational methods, including reality therapy and solution-oriented therapy (10). Among different therapeutic approaches, reality therapy is known more than other approaches for working with adolescents in educational environments (10). One of the main concepts in reality therapy is the emphasis on individual responsibility, which through counseling or teaching helps children and teenagers to accept the responsibility of their lives and thus find control over their lives more effectively (11). This approach is organized to help students plan and commit to a program that will improve their lives. Whenever the student's life path or the behavior he chooses to move this path does not work optimally, reality therapy training helps the person benefit from more efficient behavior (12). Considering the multidimensionality of procrastination and educational hope, to deal with this problem, we should move beyond the special focus on education methods and consider all these dimensions (13). It seems that the effectiveness of reality therapy and solution-oriented therapy on academic procrastination and academic hope is an effective and highly processable method. On the other hand, it can be pointed out its practical importance, that in the practical aspect, the results of the research can be useful in the education programs for procrastinating students and their empowerment, and for school counselors and psychologists to provide specialized knowledge and use the results of the above research. 14). Therefore, considering that there has been limited research on the effectiveness of reality therapy and solution-

oriented education on students' psychological and social problems, it seems necessary to research comparing the effectiveness of reality therapy and solution-oriented therapy on procrastination. Academic work and academic hope of female students should be done.

Methods

The present research is semi-experimental. The statistical population of this research included all the female students of the second stage of secondary education Bandar Abbas in the academic year of 2024. Sampling was done in such a way that Bandar Abbaseducation was divided by students into four regions, North, South, East, and West, then 2 schools from each region and 2 classes from each school to obtain the number of samples with the required criteria randomly. Simple was chosen. Then the academic procrastination and academic hope questionnaires were distributed among the students of these classes, the students who had a high score in academic procrastination and a low score in academic hope were identified and 45 of these students were randomly selected in The test groups of circuit solution (15 people), reality therapy test (15 people) and evidence (15 people) were replaced. Reality therapy educational interventions (including a 10-session training protocol and two 90-minute sessions per week) and circuit solutions (including an 8-session training protocol and two 90-minute sessions per week) by an experienced and certified therapist and counselor as well as a researcher under the title of assistant and managing sessions who had completed courses in solution-oriented therapy and reality therapy, They were proficient in these trainings, along with the student himself as an assistant, it was carried out on the experimental groups. The control group did not receive any intervention, and after the completion of the training, a post-test was taken from all three groups. The entry criteria included teenage students, studying in the second level of secondary school, age group 15-18 years old, students' consent to participate in the research, lack of severe mental disorders through Milon's clinical test in the counseling center, regular and regular attendance at treatment sessions. Exclusion criteria are voluntary and free withdrawal from the study, history of taking any psychiatric medication or severe mental disorders through Milon's clinical test at the counseling center, not participating in reality therapy and solution-oriented training courses, absence of more than two sessions, death And immigration was a subject.

Tools

Data collection was done at two levels, field and library. In this way, firstly, at the library level, the desired sources were studied regarding the variables. At this level of work, by collecting the desired materials and categorizing the backgrounds related to the subject, the statement of the problem, goals, and hypotheses of the research were formulated. Then, at the field level, with a questionnaire tool (academic procrastination questionnaire of Rothblum and Solomon, 1984, Campbell and Cowen academic hope questionnaire) and reality therapy training for 10 sessions of 90 minutes (two sessions per week) and circuit solution for 8 sessions of 90 Minutes (two sessions per week), quantitative variables were collected. Which was finally analyzed discussed and concluded after collecting them.

1. Academic procrastination questionnaire by Rothbloom and Solomon (1984)

The Academic Procrastination Questionnaire was created by Rothbloom and Solomon in 1984 to investigate procrastination in the three areas of homework preparation, exam preparation, and half-year report preparation. The scale of homework preparation includes 8 items, preparation for the exam includes 11 items, and preparation of the half-year report includes 8 items. This questionnaire has 27 items and was used by Dehghani for the first time in Iran. The way to answer the items is that the respondents indicate their level of agreement with each item by choosing one of the options "never", "rarely", "most of the time" and "always", which corresponds to the option "never". Score 1, "rarely" score 2, "most of the time" score 3, "always" score

4. A higher score in this questionnaire indicates more procrastination. Solomon and Rothblum reported the validity of the tool with the internal consistency method of 0.84 and its reliability with Cronbach's alpha method of 0.64. Also, the validity of the questionnaire in the research of Nowrozi et al. was calculated using the factor analysis method, and the findings indicated the desired validity of the questionnaire so that the reliability of this scale using Cronbach's alpha coefficient was 0.79 and the validity of the scale using the internal consistency method was 0.84. 0 was reported (15).

2. Campbell and Cowen's Educational Hope Questionnaire (2001)

This questionnaire was created by Campbell and Cowen, which contains 9 questions and is graded on a 5-point Likert scale ranging from completely agree (score 5) to disagree (score 1). This scale measures the two components of agency and passages. Shorey and Snyder reported favorable concurrent validity as well as Cronbach's alpha reliability of the original instrument, with which this instrument has high content consistency. Campbell and Cowen have reported moderate to high reliability for this questionnaire using Cronbach's alpha of 0.89. In Iran, Sohrabi and Samani extracted the factor structure of this tool using the factor analysis method standardized the educational hope scale, and adapted it to the Iranian society. In Janabadi's study, Cronbach's alpha of 0.70 was reported for both dimensions (16).

The benefits of participating in this free educational program (reducing problems related to procrastination symptoms and increasing academic hope) and the consequences of dropping out of the study (distorting the results and hiding the true effect of the treatment program, as well as losing an opportunity to improve procrastination and academic hope) It was fully presented to them. The intended research did not seek a specific result for the experimental groups, and the only result was attendance in the educational sessions in the form of 10 and 8 90-minute sessions, for the control group, it was done after the interventions were followed up, and in this way, the ethical principles related to the control group were controlled. It should be noted that the ethics code of this research is IR.IAU.BA.REC.1403.005. To analyze the data, first, the data was analyzed using descriptive statistics including mean, standard deviation, frequency, tables, and graphs, and then according to the design of the current research, which is a semi-experimental design. For data analysis, multivariate analysis of covariance and Bonferroni's post hoc test were used to check research hypotheses using SPSS-26 statistical software.

Results

The average and standard deviation of the age of the subjects in the reality therapy group was 16.13 ± 0.99 years. These averages were 16.20 ± 1.04 years for the circuit solution group and 16.66 ± 1.11 years for the control group. Most of the participants in the research (53.3%) are in the 11th grade, in solution-oriented therapy, 40% are in the 11th grade and 46.7% of the sample in the control group are also in the 12th grade.

Table 1. The results of the Bonferroni test in the analysis of variance to examine the difference in the post-test mean of the groups in pairs in the academic procrastination variable.

Variable	Group	Group	Mean difference	Standard error	P-value
Academic procrastination	Reality therapy	Solution-oriented	-11.80	1.190	0.01
		Control	-41.06	1.190	0.01
	Solution-oriented	Control	-29.26	1.190	0.01

The results of the above table show that in the variable of academic procrastination, according to the difference between the averages of reality therapy and solution-oriented with the control group, the effectiveness of reality therapy was more effective than the solution-oriented group.

According to this finding, the research hypothesis states "there is a difference between the effectiveness of reality therapy and solution- oriented therapy on academic procrastination of female students." It is confirmed.

Table 2. The results of the Bonferroni test in the analysis of variance to check the difference in the post-test mean of the groups in pairs in the educational hope variable

Variable	Group	Group	Mean difference	Standard error	P-value
Academic hope	Reality therapy	Solution-oriented	7.13	0.853	0.01
		Control	15.20	0.853	0.01
	Solution-oriented	Control	8.06	0.853	0.01

The results of the above table show that in the variable of educational hope, according to the difference between the averages of reality therapy and solution-oriented with the control group, reality therapy was more effective than the solution-oriented group. According to this finding, the research hypothesis that states "there is a difference between the effectiveness of reality therapy and solution-oriented therapy on the academic hope of female students." is confirmed.

Conclusion

This research was conducted to compare the effectiveness of reality therapy and solution-oriented therapy on academic procrastination and academic hope of female students in the second grade of high school in Bandar Abbas city. The statistical population of this research includes all female students of the second level of high school in Bandar Abbas in the academic year 1402-1403. The results of the table show that the post-test average of academic procrastination and the dimensions of homework preparation, preparation for the exam, and preparation of the half-year report decreased, and academic hope and the dimensions of agency and passages increased in the experimental groups compared to the pre-test. While the mean of the post-test and pre-test of the control group did not differ. Also, reality therapy and solution-oriented methods have been significantly effective in reducing academic procrastination and aspects of preparing assignments, preparing for exams, and preparing half-year reports, and increasing academic hope and aspects of agency and transitions. These results mean that reality therapy and solution-oriented

therapy have been able to reduce and increase overall academic procrastination and overall academic hope in the experimental groups, respectively, compared to the control group. However, the researcher did not find research that compares the effect of two treatments, reality therapy and solution-oriented treatment, on procrastination and academic hope. But the results of this research are a confirmation of the research findings of Soleimani et al. (22), Pour Del and Samari Safa (23), Babaei, Reza Khani (24), Ayar and Sayankogelari (25), Torrance et al. (26), Smith and McDuff (27), who found that reality therapy and a solution based on Reducing work procrastination and academic burnout and increasing progress, vitality and academic hope have a significant impact. Also, Sagro-Pazos and Rice-De Cozar (28) found in research entitled The effect of reality therapy on reducing academic procrastination that group counseling in the form of reality therapy has a significant effect on reducing academic procrastination. Motahari Nasab et al. (29) also found in research titled The Effectiveness of Reality Therapy on Student Procrastination and Self-discipline that reality therapy interventions significantly reduce academic procrastination and increase self-discipline. Also, Soleimani et al. (17) found in research that group reality therapy has a significant effect on increasing academic vitality and hope for education. Inconsistent results were not found regarding the effectiveness of reality therapy and the solution focused on procrastination and academic hope (29).

In the reality therapy approach, we tried to

understand the reasons and motivations of the students for their behavior and help them evaluate their behavior and check whether their behavior leads to the desired result or not. This approach is a combination of existential ideas and behavioral techniques in which there is a great emphasis on responsibility and a sense of control, both of which are personality variables that have a positive relationship with motivation and a negative relationship with procrastination. In other words, students can be made to believe that they are ultimately responsible for meeting their needs under any circumstances. It may be hoped that they will understand the importance of various issues around them, including educational issues, in satisfying their needs, avoiding procrastination, and gaining the necessary motivation (18-20). Also, group reality therapy can determine the reason for the student's past failures by giving various tasks such as identifying irresponsible behavior and finding ineffective solutions used in the past, lack of control in the situation, and by giving exercises Treatment such as making responsible, symbolic choices, correctly analyzing the future, aims to improve the lifestyle and look correctly at individual situations and realities, and experience a better life with health and appropriate personal and social functioning and hope (22). Also, Bandura's observational learning model, describes how a person acquires various information and skills through observing the actions and consequences of other people's actions. A student learns skills by attending group training courses, and this acquisition of skills can in turn be one of the values of his life, which is the value of learning. By addressing this value, a person will feel self-efficacy, his self-confidence will increase and he will be able to make more efficient decisions, and finally, his hope for education will also increase (23).

Conclusion

The results of this study indicate that both approaches, especially reality therapy, were used to improve students' procrastination and academic hope and ultimately increase their academic progress. Thus, it is recommended to use this method for procrastination and academic hope of students in educational spaces.

Acknowledgment

Conflicts of interest

There is no conflict of interest.

Funding

Ethical considerations

Data were collected after obtaining written informed consent from all of the participants. This research project was approved by the Ethics Committee of Bandar Abbas University of Medical Sciences, Yazd, Iran.

Code of ethical

IR.IAU.BA.REC.1403.005

Authors' contributions

A. B. and M. J., designed the study and wrote the manuscript; M. A. and A. J., gathered data, cooperated in manuscript preparation, and submitted it. Both authors analyzed the data and cooperated in revising the manuscript.

Open access policy

JCHR does not charge readers and their institutions for access to its papers. Full-text downloads of all new and archived papers are free of charge.

Reference

1. Habibi M. The effectiveness of mindfulness-based stress reduction program training on procrastination and motivation to progress in female students. 2019; 8(11): 57-66. [Persian]
2. Namono R, Musenze IA, Mayende TS. Activating creative behaviour of academic knowledge workers in selected

public universities in Uganda: The role of hope. New Ideas in Psychology. 2022; 65: 100930.

3. Hoseinnezhad SZ, Elyasi F, Shahhosseini Z. A rapid review on domestic violence as a silent consequence in corona time: A double pandemic. European Journal of Environment and Public Health. 2020; 5(1): em0062.

4. Hershberger MA, Jones MH. The influence of social relationships and school engagement on academic achievement in maltreated adolescents. Journal of adolescence. 2018; 67: 98-108.

5. Gustavson DE, Miyake A. Academic procrastination and goal accomplishment: A combined experimental and individual differences investigation. Learning and individual differences. 2017; 54: 160-72.

6. Nowruzpoor E, Vakili P, Rezakhani SD. The effectiveness of Reality therapy on Self-efficacy and Identity Styles of Female Students. Journal of Pediatric Perspectives. 2021; 9(8): 14212-14223. doi: 10.22038/ijp.2020.50939.4044

7. Hershberger MA, Jones MH. The influence of social relationships and school engagement on academic achievement in maltreated adolescents. Journal of adolescence. 2018; 67: 98-108.

8. Sadoughi M, Hesampour F. The mediating role of happiness in the relation between hope and academic self-efficacy with academic buoyancy among students. Rooyesh-e-Ravanshenasi Journal (RRJ). 2019; 8(9): 21-30. [Persian]

9. Yilmaz MB. The Relation between Academic Procrastination of University Students and Their Assignment and Exam Performances: The Situation in Distance and Face-to-Face Learning Environments. Journal of Education and Training Studies. 2017; 5(9): 146-57.

10. Klassen RM, Krawchuk LL, Rajani S. Academic procrastination of undergraduates: Low self-efficacy to self-regulate predicts higher levels of procrastination. Contemporary educational psychology. 2008; 33(4): 915-31.

11. Sayadi Ghasbeh M, Moghtader L. The effectiveness of mindfulness training on students' progress motivation and academic procrastination. Education and Evaluation. 2021; 14(54): 113-35. [Persian]

12. Dougherty D, Sharkey J. Reconnecting Youth: Promoting emotional competence and social support to improve academic achievement. Children and Youth Services Review. 2017; 74: 28-34.

13. Borzabadi Farahani N, Emamipur S, Sepahmansour M. Effectiveness of Social-Emotional Learning Training on Academic procrastination and Communication Skills in Female Students. Educational researches. 2020; 15(62): 33-56. [Persian]

14. Abron E, Azizi Ziabari LS, Khajevand Khosheli A. Effectiveness of Online Reality Therapy on Exam Anxiety and Academic Procrastination of Male High School Students: A Quasi-experimental Study. Interdisciplinary Journal of Virtual Learning in Medical Sciences. 2023; 14(4): 301-310. doi: 10.30476/ijvlms.2023.98989.1230

15. Norouzi N, Mohammadipour M, Mehdian H. Relationship between goal orientation and academic procrastination with academic burnout with emphasis on the mediating role of academic self-regulation in nursing students. Iranian Journal of Nursing Research. 2021; 16(2): 69-78. [Persian]

16. Janabadi H, Bahri M. The role of growth capital on students' academic hope and academic engagement. School and school psychology. 2023; 11(4): 43-56. [Persian]

17. Soleimani Z, Ghaffari M, Baezzat F. The Effectiveness of Reality Group Therapy on Academic Vitality in Students with Specific Learning Disorder. Journal of Learning Disabilities. 2018; 7(4): 68-86. [Persian]

18. Hashemizadeh Nehi N, Jajarami M, Mahdian H. The Effectiveness of Group Hope Therapy on Academic Procrastination and Self-regulation among Female High School Student Learning In Mashhad. Journal of Educational Psychology Studies. 2020; 17(39): 77-102. doi: 10.22111/jeps.2020.5695

19. Ghorbani Nezhad A, Haghighi A. The effectiveness of solution-oriented counseling on the motivation of academic achievement and math anxiety of male students of the first secondary school (guidance) in the 6th district of Tehran. [POSTER] at: Fourth Global Conference on Iran and World New Researches in Management, Economics, Accounting and Humanities; 2017 May 18; Iran, Shiraz; 2017. [Persian]

20. Berber Çelik Ç, Odacı H. Psycho-educational group intervention based on reality therapy to cope with academic procrastination. Journal of Rational-Emotive & Cognitive-Behavior Therapy. 2018; 36: 220-33.

21. Roshanravan N. The Effectiveness of Reality Therapy in Improving Students' Loneliness and Academic Achievement. Assessment and Research in Applied Counseling. 2021; 3(1): 49-65. [Persian]

22. Hashemi Saraj R, Toozandehjani H, Zendehdel A. Comparison of the effectiveness of short-term solution-oriented psychotherapy and schema therapy on perturbation tolerance and unbearable intolerance in women with mental disorders. Rooyesh-e-Ravanshenasi Journal (RRJ). 2022; 11(3): 207-18.

23. Pourdel M, Samari Safa J. The Effectiveness of Solution-Based Therapy Training on Academic Excitement and

Academic Vitality of Students with Low Academic Achievement. Rooyesh. 2021; 10(8): 149-160. [Persian]

24. Babaie S, Rezakhani S. Effectiveness of therapeutic reality on increasing academic motivation and social adjustment of girls. Journal of educational administraction research quarterly. 2017; 8(3): 118-128. [Persian]

25. Ayar D, Sabanciogullari S. The effect of a solution-oriented approach in depressive patients on social functioning levels and suicide probability. Perspectives in psychiatric care. 2021; 57(1): 235-45.

26. Turns B, Jordan SS, Callahan K, et al. Assessing the effectiveness of solution-focused brief therapy for couples raising a child with autism: A pilot clinical outcome study. Journal of Couple & Relationship Therapy. 2019; 18(3): 257-79.

27. Smith S, Macduff C. A thematic analysis of the experience of UK mental health nurses who have trained in solution focused brief therapy. Journal of psychiatric and mental health nursing. 2017; 24(2-3): 105-13.

28. Salguero-Pazos MR, Reyes-de-Cózar S. Interventions to reduce academic procrastination: A systematic review. International Journal of Educational Research. 2023; 121: 102228.

29. Motaharinasab Z, Mohsenzadeh F, Zahrakar K. The Effect of Reality-Therapy on the Negligence and Self-Regulation of School Students. The Culture Strategy Quarterly. 2021; 13(52): 203-221. [Persian]