

AN INVESTIGATION OF THE EFFECT OF GOAL SETTING GROUP  
GUIDANCE PROGRAM ON 8TH-GRADE STUDENTS' GOAL COMMITMENT, SELF-  
EFFICACY, AND ACADEMIC PROCRASTINATION LEVELS

by

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An Investigation Of The Effect Of Goal Setting Group Guidance Program On 8th-Grade Students'

Goal Commitment, Self-Efficacy, And Academic Procrastination Levels

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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**ABSTRACT**

**AN INVESTIGATION OF THE EFFECT OF GOAL SETTING GROUP  
GUIDANCE PROGRAM ON 8TH-GRADE STUDENTS' GOAL COMMITMENT,  
SELF-EFFICACY, AND ACADEMIC PROCRASTINATION LEVELS**

This research aims to examine the effect of a group guidance program on goal setting on students' academic procrastination, academic self-efficacy, and goal commitment levels. The group guidance program was organized according to the principles of a solution-focused therapy approach. A quasi-experimental study was conducted.

Within the scope of the research, "Goal Commitment", "Academic Self-Efficacy", "Academic Procrastination" and "Personal Information Form" were applied to 158 students studying in the 8th grade of middle school. Inventory results were evaluated and 20 students with low levels of goal commitment and academic self-efficacy and high levels of academic procrastination were identified. Of the 20 students, 10 students were randomly assigned to the experimental group and 10 students were assigned to the control group. Guidance group work on goal setting was carried out with the students in the study group for 8 weeks. No study was conducted with the students in the control group. At the end of the study, a posttest was administered to the experimental and control groups. Mann Whitney U and Wilcoxon Ranked Signs Test were used to analyze the research data. According to the results of the study, a statistically significant increase was found in the goal commitment and academic self-efficacy levels of the students who participated in the goal-setting program compared to the students who did not participate. It was also concluded that the students in the experimental group showed a statistically significant decrease in academic procrastination levels. The findings were discussed with the related literature.

**Keywords:** Goal Commitment, Self-Efficacy, Academic Procrastination

## ÖZET

### HEDEF BELİRLEME GRUP REHBERLİK PROGRAMININ 8. SINIF ÖĞRENCİLERİNİN HEDEF BAĞLILIĞI, ÖZYETERLİK VE AKADEMİK ERTELEME DÜZEYLERİNE ETKİSİNİN İNCELENMESİ

Bu araştırmanın amacı, hedef belirleme konulu grup rehberlik programının öğrencilerin; akademik erteleme, akademik özyeterlik ve hedef bağlılığı düzeylerine etkisini incelemektir. Grup rehberlik programı çözüm odaklı kısa süreli terapi yaklaşımının ilkelerinde düzenlenmiştir. Yarı deneysel bir çalışma yürütülmüştür.

Araştırma kapsamında, orta okul 8. Sınıfta öğrenim gören 158 öğrenciye; “Hedef Bağlılığı”, “Akademik Özyeterlik” ve “Akademik Erteleme” ile Kişisel Bilgi Formu uygulanmıştır. Envanter sonuçları değerlendirilmiş ve akademik erteleme düzeyi yüksek, akademik özyeterlik ve hedef bağlılık düzeyi düşük 20 öğrenci belirlenmiştir. Belirlenen 20 öğrenciden rassal olarak 10 öğrenci deney grubuna, 10 öğrenci ise control grubuna dahil edilmiştir. Deney grubundaki öğrenciler ile 8 hafta boyunca hedef belirleme konulu rehberlik grup çalışması yürütülmüştür. Kontrol grubundaki öğrenciler ile herhangi bir çalışma yapılmamıştır. Çalışma sonunda deney grubu ve control grubuna son test uygulanmıştır. Araştırma verilerinin analizinde Mann Whitney U ve Wilcoxon Sıralı İşaretler Testi analizleri yapılmıştır. Araştırma sonucuna göre hedef belirleme programına katılan öğrencilerin katılmayan öğrencilere göre; hedef bağlılık ve akademik özyeterlik düzeylerinde istatistiksel olarak anlamlı bir artış bulunmuştur. Akademik erteleme düzeylerinde de deney grubunda yer alan öğrencilerin istatistiksel olarak anlamlı düzeyde düşüş gösterdiği sonucuna ulaşılmıştır. Elde edilen bulgular ilgili alanyazın ile tartışılmıştır.

**Anahtar Kelimeler:** Hedef Bağlılığı, Özyeterlik, Akademik Erteleme

## TABLE OF CONTENTS

|                                                                                       |      |
|---------------------------------------------------------------------------------------|------|
| ACKNOWLEDGEMENTS .....                                                                | III  |
| ABSTRACT .....                                                                        | IV   |
| LIST OF TABLES .....                                                                  | VIII |
| 1.INTRODUCTION .....                                                                  | 1    |
| 1.1 Problem.....                                                                      | 1    |
| 1.2 Research Problem .....                                                            | 7    |
| 1.3 Research Objective .....                                                          | 7    |
| 1.4 Research Hypotheses .....                                                         | 7    |
| 1.5 Assumptions of the Study .....                                                    | 8    |
| 1.6 Limitations.....                                                                  | 8    |
| 1.7 Definitions .....                                                                 | 8    |
| CHAPTER II .....                                                                      | 10   |
| 2. THEORETICAL FRAMEWORK.....                                                         | 10   |
| 2.1 Goal.....                                                                         | 10   |
| 2.1.1 Goal Setting Theory .....                                                       | 11   |
| 2.1.2 The Goal-Setting Process.....                                                   | 13   |
| 2.2 Group Guidance in Goal-Setting .....                                              | 15   |
| 2.2.1 Group Guidance.....                                                             | 15   |
| 2.2.2 Role Of Group Guidance .....                                                    | 16   |
| 2.2.3 Utilizing Group Guidance in Goal Setting through Solution-Focused Therapy ..... | 17   |
| 2.3 The Effects of Goal Setting on Individual Variables.....                          | 18   |
| 2.3.1 Goal Commitment .....                                                           | 18   |
| 2.3.2 Self-Efficacy .....                                                             | 20   |
| 2.3.3 Academic Procrastination.....                                                   | 22   |
| CHAPTER III.....                                                                      | 27   |
| 3. LITERATURE REVIEW .....                                                            | 27   |
| 3.1. Related Research in Turkey .....                                                 | 27   |
| 3.1.1 Research on Goal-Commitment .....                                               | 27   |
| 3.1.2 Research on Self-Efficacy .....                                                 | 28   |
| 3.1.3 Research on Academic Procrastination.....                                       | 30   |
| 3.2 Related Research in Abroad .....                                                  | 33   |
| 3.2.1 Research on Goal Commitment .....                                               | 33   |
| 3.2.2 Research on Self-Efficacy .....                                                 | 34   |
| 3.2.3 Research on Academic Procrastination.....                                       | 37   |
| CHAPTER IV.....                                                                       | 39   |

|                                                                                |    |
|--------------------------------------------------------------------------------|----|
| 4. METHOD .....                                                                | 39 |
| 4.1 Research Model .....                                                       | 39 |
| 4.2 Study Group .....                                                          | 40 |
| 4.3 Goal Setting Program.....                                                  | 43 |
| 4.4 Studies with the Control Group .....                                       | 45 |
| 4.5 Data Collection Tools .....                                                | 45 |
| 4.5.1 <i>The Goal Commitment Scale</i> .....                                   | 46 |
| 4.5.2 <i>Questionnaire for Measuring Self-Efficacy in Youths Scale</i> .....   | 47 |
| 4.5.3 <i>Academic Procrastination Scale</i> .....                              | 49 |
| 4.5.4 <i>Personal Information Form</i> .....                                   | 49 |
| 4.6 Data Analysis .....                                                        | 49 |
| CHAPTER V .....                                                                | 51 |
| 5. RESULTS.....                                                                | 51 |
| CHAPTER 6.....                                                                 | 55 |
| 6. DISCUSSION.....                                                             | 55 |
| 6.1 Study Group and Control Group Pre-test Analysis .....                      | 55 |
| 6.2 The Effect of Goal Setting Group Guidance on Goal-Commitment .....         | 56 |
| 6.3 The Effect of Goal-Setting Group Guidance on Academic Self-Efficacy.....   | 58 |
| 6.4 The Effect of Goal-Setting Group Guidance on Academic Procrastination..... | 60 |
| 6.5 SUGGESTION .....                                                           | 61 |
| 6.5.1 <i>Suggestions for Implementation</i> .....                              | 61 |
| 6.5.2 <i>Suggestions for Research</i> .....                                    | 62 |
| REFERENCES .....                                                               | 63 |
| APPENDICES .....                                                               | 78 |

## LIST OF TABLES

|                                                                                                            |    |
|------------------------------------------------------------------------------------------------------------|----|
| Table of Contents                                                                                          |    |
| Table 1 <i>Quasi Experimental Design</i> .....                                                             | 39 |
| Table 2 <i>The Distribution of Participants by Gender</i> .....                                            | 41 |
| Table 3 <i>Education Level of the Participants' Parents</i> .....                                          | 42 |
| Table 4 <i>Participants' Socioeconomic Level</i> .....                                                     | 42 |
| Table 5 <i>Goal Commitment Scale Item Factor Loads</i> .....                                               | 47 |
| Table 6 <i>Mann Whitney U Analysis Results Regarding Study and Control Group Pre-test Scores</i> .....     | 51 |
| Table 7 <i>Mann Whitney U Analysis Results Regarding Study and Control Group Post-test Scores</i> .....    | 52 |
| Table 8 <i>Wilcoxon Signed-Ranks Analysis Result Regarding Study Group Pre-test-Post-test Scores</i> ..... | 53 |
| Table 9 <i>Wilcoxon Signed-Ranks Analysis Result for Control Group Pre-test - Post-test Scores</i> .....   | 54 |

## CHAPTER I

### 1.INTRODUCTION

Within this segment of the study, the problem statement, overall purposes of the search, the research problem, the assumptions of the research, the limitations of the research and definitions are mentioned.

#### 1.1 Problem

As per the Turkish Language Association's definition, the term "target" refers to "the objective or goal of a task or endeavor." Although the goal is defined as the way to reach the desired result, it is sometimes not easy to establish and maintain the goal. Every step we take in our life involves reaching a goal. Such as getting up from the sofa and drinking water, waking up at the right time to go to school or work, and saving money, handing in homework on time. However, although these may seem easy, they can also cover processes that are quite difficult. Perhaps the most important step in this whole process is aiming to reach the goal.

Setting the goal is the initial stride towards achieving the desired objective. Goal setting is defined by Karakaş (2017) as “a timely programmed, measurable, achievable and realistic goal behavior setting process”. After the person determines the point they want to reach, many obstacles may come up. At the beginning of these obstacles can be procrastination behaviors. Edwin Locke is one of those who has done the most comprehensive study on the concept of goal setting. Locke developed a theory of goal setting theory. According to this theory, goal setting is the biggest motivation for getting to what was intended (Locke, 2002). Locke & Latham (1990) explained the characteristics of the goals as follows: The goal should be clear and understandable. The goal should be attainable, in other words, realistic but challenging. While determining the target, a time should be determined, in other words, it should be planned. Finally, the goal must be meaningful or useful to the person. (Locke & Latham, 2002). Numerous factors influence both the goal itself and the process of goal setting. One of them is

the concept of goal commitment. Goal commitment represents an unswerving perseverance and unwavering having faith in someone's potential ability to realise a specific goal (Locke, 1996). Many definitions have been made about goal commitment. Tubbs (1993) outlined five key concepts that comprise the concept of goal commitment, namely: motivational force, intention, intention strength, adherence to assigned goals, and the sustained maintenance of such adherence. The achievement of the goal will not be fully realized without goal commitment. Due to this reason, goal commitment holds significant importance within the framework of goal-setting theory (Klein et al. Ed. Locke, 2012). Procrastination behavior in daily life; can be seen as delaying the replacement of the cat litter box, not paying the electricity bill on time, or not completing an assignment on time. Procrastination, in the simplest terms, can be defined as delaying a job. Procrastination behavior can be seen in many areas of life, but procrastination behaviors that negatively affect the functionality of the person can cause some problems. Academic procrastination can be pointed out as one of these significant behaviors patterns. According to Solomon & Rothblum (1984), academic procrastination is defined as not completing one's academic responsibilities, such as homework, thesis, or exam preparation, on time or delaying them until the last moment. Uzun-Özer (2005) found that 54% of the students showed academic procrastination behavior in his study investigating the frequency of academic procrastination. Solomon & Rothblum (1984) classified academic procrastination behaviors and students. They found that 46% delayed completing their homework and 28% delayed studying for the exam.

There are many reasons for academic procrastination. When the literature examined, factors that reveal academic procrastination are seen as perfectionism (Özer & Altun, 2011), fear of failure (Uzun Özer, 2005), low self-efficacy, and low academic self-efficacy (Corkin, Yu, Wolters, & Wiesner, 2014). During their investigation into studies on academic procrastination, Haycock et al. (1998) uncovered an inverse interaction among self-efficacy and

academic procrastination behavior. This discovery was made through their research involving 141 university students. Çakıcı (2003) further demonstrated in his research that people with diminished self-esteem tend to display elevated levels of academic procrastination. Uzun and Deniz (2017) conducted a project to determine how poor academic achievement students are more prone to engage in academic procrastination behaviours. When all these studies are examined, it is noteworthy that the notion of self-efficacy occupies an acclaimed position in academic procrastination behaviour.

Bandura (1977), first used the concept of self-efficacy. It defines the conviction that a capability requires a skill to do a job as the ability to organise one's skills in order to complete the job. Bandura (1995) states that four pillars support and nourish self-efficacy.

1. Mastery Experience: Knowledge gained from one's own experiences
2. Vicarious Learning: the information that the person sees and learns from the people around him, his role model, and the experiences of people similar to him.
3. Verbal Persuasion: feedback from the environment about the person's abilities or what he/she can do
4. Physiological state: the physiological and psychological state of the person

After Bandura's concept of self-efficacy and his studies, many types of research on the subject have been made and different types of self-efficacy have been revealed. Some of these are: emotional self-efficacy, professional self-efficacy (Fülleman, et al. 2015), and academic self-efficacy (Bandura, 1982).

Zimmermann (1995) explains academic self-efficacy in four items:

First and foremost, it is crucial to highlight that academic self-efficacy is not tied to an individual's physiological or psychological competence. Instead, it's about faith to the belief in

one's ability to successfully materialise academic tasks, such as completing homework assignments. Second, academic self-efficacy beliefs may differ. For example; a person's math self-efficacy and theatre self-efficacy may be different. Third, one's academic self-efficacy may be affected by the environment. For example, the academic self-efficacy of individuals may differ in a competitive classroom environment. Finally, self-efficacy can be determined with predetermined measurement tools.

When the literature on academic procrastination and academic self-efficacy is examined, many studies are found in Turkish and international literature. According to the findings of Li, Gao, and Xu (2020), there seems to be a positive pattern of interaction between the amount of time spent on mobile phone use and academic procrastination prevalence. Moreover, their observations showed that the length of phone use and academic self-efficacy had an adverse influence on one's level of confidence in his ability to learn. The study conducted by Akbay and Gizir (2011) revealed that academic self-efficacy takes a crucial role in predicting levels of academic procrastination, particularly among male students. In Parmaksız's (2022) study, investigated the possible link phone snubbing and academic procrastination. The study also investigated the role of academic self-efficacy in the relationship between phubbing and academic procrastination behavior. Based on survey responses from 518 adolescents who took part in the inquiry, the frequency of both phubbing and academic procrastinating behavior diminishes as academic self-efficacy climbs.

When the intervention systems for academic procrastination behaviors are examined; cognitive behavioral therapy (Sari & Ayryza, 2022; Toker, 2014), rational emotive therapy (Düşmez & Barut, 2016), Gestalt Therapy (Gading, 2020) and reality therapy (Aslan & Tunç 2021; Berber Çelik, 2014; Mohsenzadeh et al. 2015) have been observed to be frequently used. However, there are very few studies based on solution-focused short-term therapy. Solution-focused short-term individual or group counseling is almost a life-saving tool, especially for

psychological counselors working in schools. Because, school psychological counselors; besides meeting with students; have many tasks such as preparing a program, applying and evaluating measurement tools, and filing (Ateş, 2017). Milton Erickson, who is considered to be the founder of the solution-oriented consulting approach, lists the feature of this approach as using time economically, focusing on user action, focusing on the future, and caring about small changes (as cited in Ateş, 2017).

Sklare (as cited in Kaya & Siyez, 2017) explains that Solution Focused Therapy (SFT) is an ideal approach for the school setting for the following reasons.

- Counseling pieces of training and the counseling process require a long time, but the school counselor does not have the time to apply this training and to apply it at school. In addition, in-depth approaches such as Psychodynamic, Transactional Analysis, and Rational-Emotive Therapy are not suitable for the school environment. However, SFT is a relatively easy and short-term approach.
- Secondly, most of the students who come to the guidance service are referred by their parents or teachers. Therefore, they will not come with a concrete problem because the person who wants the change is not the student. In this case, focusing on the solution rather than the problem will increase cooperation with the student and shorten the process.

In addition to all these, many factors negatively affect the counseling and guidance process in schools. Özsoy and Aykaç (2022) conducted a meta-synthesis study on the problems and solution suggestions of school counselors in secondary education. According to the related research, these negative factors are listed as follows: limited time, inability to create appropriate physical conditions, a high number of students, and inadequacy of school counselor staff (Özsoy & Aykaç, 2022). It is thought that these negativities encountered in schools can be reduced with the use of solution-focused therapy. Moreover, with new technological

developments, the tolerance level of consumption-oriented individuals is decreasing (Selekman, 2005). This situation leads families to expect a quick solution to the problems experienced. At this point, it is thought that solution-focused therapy may be effective. Finally, there are also opinions that students are not suitable for a long-term and in-depth psychological support process due to their developmental period (Doğan, 2000 & Macdonald, 2007). However, the philosophy of solution-focused therapy involves focusing on strengths and developing them. At the same time, the solution is discussed, not the problem. Due to its basic philosophy, it can be said that it will be an approach suitable for the student's developmental period (Meydan, 2013).

As a result, in the light of studies showing that Low academic self-efficacy can be contemplation details of as one of the causes of academic procrastination (Corkin, Yu, Wolters, & Wiesner, 2014) and studies underlining the meaning of school in the improvement of academic self-efficacy (Pintrich & De Groot, 1990), the population for this thesis in the current investigation consists of 8th grade secondary school students. Group guidance was preferred in this study due to the positive results of group work such as peer learning (Schunk & Meece, 2006), experiencing new behaviors in a safe environment (Shulman, 1986), and being economical in terms of time (Koydemir, 2011). Based on the research expressing the suitability of using the solution-focused therapy (SFT) approach in schools (Meydan, 2013), the group guidance study of this present research was designed on the basis of SFT, It is thought to contribute to school psychological counsellors and educational experts who produce studies in the relevant literature. In this context, the research problem is as follows: "Does the goal-setting program make a significant difference in middle school senior students' goal commitment, academic self-efficacy, and levels of academic procrastination?"

## **1.2. Research Problem**

Does the goal-setting program make a significant difference in middle school senior students' goal commitment, academic self-efficacy, and levels of academic procrastination?

## **1.3 Research Objective**

The main and realisation intention of this study was to explore whether a group work developed for goal setting in middle school senior students affects goal commitment, academic self-efficacy and academic procrastination behaviors. The following hypotheses were tested for this purpose.

## **1.4 Research Hypotheses**

The study examined and tested the following hypotheses to measure the effectiveness of the goal-setting group work prepared for middle school 8<sup>th</sup>- grade students.

1. In the dimension of Goal Commitment, it contains a substantial difference comparing the study group and the control group in favor of the research group.
2. An important disparity in post-test outcomes both the study group and the control group in the component of Academic Self-efficacy in favor of the study group.
3. A major distinction across the study group and the control group in terms of post-test findings in the dimension of Academic Procrastination in favor of the study group.
4. The post-pre tests points of the Goal Commitment Scale of the study group differ statistically significantly.
5. The study group's Academic Self-Efficacy Scale post-test and pre-test levels differed statistically significantly.
6. The study group's initial and final consequences are very distinct in terms of academic procrastination factors.
7. None of the pre-post test data of the goal commitment dimension in the control group shows a clear distinction.

8. The Academic Self-efficacy variant of the control group does not vary greatly based on the first and last measurements.
9. The control group's academic procrastination rate was similar throughout before and after testing.

### 1.5 Assumptions of the Study

The following assumptions are made regarding this study:

1. It was anticipated that study respondents would answer the scale questions truthfully.
2. The instruments utilized in choosing attendees and observe the change of the appropriate factors were supposed to assess the scoping objective in this investigation.

### 1.6 Limitations

The limitations of this study are as follows:

1. Goal commitment, academic self-efficacy, and academic procrastination levels are limited to the scales used in the research.
2. The research's study group is confined to pupils who attend and participate in a private school in Istanbul's Ataşehir area.

### 1.7 Definitions

**Goal Setting:** Goal setting refers to a particular aim that one wants to reach. It is defined as the first step towards the goal (Locke, 2002).

**Goal Commitment:** Individuals are determined to achieve the goal they have set (Locke, 1996)

**Self-efficacy:** Self-efficacy is an individual's conviction or trustworthiness regarding their own capacity to do or complete a certain activity efficiently (Bandura, 1995).

**Academic Procrastination:** It refers to needlessly and intentionally delaying academic tasks or assignments such as doing homework, studying for an examination, or composing a term paper, etc., putting off them until the last minute (Solomon & Rothblum, 1984).



## CHAPTER II

### 2. THEORETICAL FRAMEWORK

In this chapter of the research, conceptual frameworks about goals, goal setting, self-efficacy, and academic procrastination are presented. In moreover, studies related to the theories of these notions are also included.

#### 2.1 Goal

A goal is the desired point to be reached within a set time frame. Goal setting is often confused with aspiration. For a desire to turn into a goal, action is required. Setting objectives is essential in terms of having a clear direction and purpose in one's life. Goals have many benefits such as self-development, increasing motivation, achieving success, and having a more meaningful place in one's life. (Tajvani, 2016).

However, there are some important points to be considered in the process of setting and achieving goals. Having clear, measurable, realistic, and time-bound goals increases motivation and makes it easier to achieve them. It is also important that goals are divisible. Thus, the individual experiences a sense of achievement at each step and progresses step by step to reach the goal (Ryan, 2017).

The process of setting goals should also consider a person's abilities and strengths. Setting unattainable goals can reduce one's motivation and create a feeling of not being able to achieve the goal. Therefore, it plays a vital role to produce concrete objectives and achievable goals. In conclusion, goal setting plays an important role in one's life. However, there are some important points to be considered in the entire procedure of constructing and realizing goals (Steinmayr, 2019). Doran (1981) defined the characteristics of the target with the acronym smart.

Goal;

- They should be of a type that can be achieved with the abilities and strengths that the individual possesses.
- It should be clear, measurable, realistic, and time-bound.
- It should be measurable in terms of time and quantity (general statements will create difficulties in assessing whether the goal has been achieved).
- Reflect on what the person wants, not what they should do (Steinmayr, 2019).

### ***2.1.1 Goal Setting Theory***

Studies show that motivation theories and goal-setting theory have been examined in many areas where they affect the performance and productivity of the individual. While business studies, especially research on the productivity of workers, form the basis of motivation theories, today they are frequently examined especially in education. Goal setting theory is studied on its importance in creating behavioral and attitudinal changes in students. Over the last 35 years, researchers in this subject have studied the evolution and breadth of goal setting, as well as the link between goal setting and learning, individual and organizational characteristics (Boo, 2015; Kormos, 2011).

In an article published in 1968, John Locke referred to Thomas Arthur Ryan, whose views are considered one of the first steps in goal-setting theory. Ryan's views in 1954 formed the basis of goal-setting and task motivation studies.

In the process of goal setting, goals can be set by the individual or by an authority. Accordingly, experimental studies or applications can be carried out in three different ways (Locke, 1968). In the first of these three different goal-setting methods, participants implement a goal set before the performance, and their opinions are taken after the performance. In the second method, participants choose one of a set of goals presented before the performance. In

the third method, participants set their own goals before the performance and are asked what these goals are after the performance (Locke,1968).

Locke stated that these methods can be used together. For example, the goals set by individuals can be used as goals presented to individuals afterward. In this way, the goals chosen by students can be made more explicit and achievable in line with goal-setting training. Goals related to learning are quite diverse and each student may have different goals. A teacher may set a goal for a student's ability to read and understand academic texts, but a student may not adopt this goal. Perhaps developing speaking skills would be a more meaningful goal for that student. Of course, the presentation of the goal to the individual or the individual's own choice of goal is not the only factor affecting performance. Locke, while examining the specific influence of the objectives on performance, he also revealed the characteristics of these objectives in his studies (Locke, 1968).

Edwin Locke and Gary Latham constructed goal-setting theory. However, some researchers have contributed to the development of the theory. One of these researchers is Gary Klein. Klein (1993), based on goal-setting theory, stated that there are several important factors in setting goals. According to Klein, on behalf of the goal-setting the system, the objective might need to be concrete, clear, and measurable. In addition, the difficulty of the goal should also be determined and the current skill level of the person should be considered. In addition, it is also important to have a realistic idea of one's own abilities and to have the necessary resources to realize the goal. Klein also argued that possible obstacles have to be took into perspective in the goal-setting process. Identifying these obstacles can help to better plan the steps necessary to achieve the goal. Klein's contributions have helped to provide greater practicality and effectiveness in the application of goal-setting theory (Klein, 1993).

Studies on goal setting suggest that goal setting theory has many benefits such as increasing motivation, improving performance, and interacting with personal characteristics

(Gollwitzer, 1990; Carver & Scheier, 1990; Kanfer & Ackerman, 1989). These studies are follows;

Kanfer and Ackerman (1989) delved into the interaction of goal setting with personal characteristics. In this study, the researchers found that the goal-setting process interacted with personality traits, self-efficacy, and motivation to improve performance. Carver and Scheier (1990) investigated the underlying mechanisms regarding goal setting and cognitive processes. In their study, the researchers found that goal setting directs cognitive processing and focuses mental resources on the goal. Gollwitzer (1990) developed a theory in which goal setting explains the relationship between intentions and actions. According to this theory, when people set their goals, they also set their intentions, and their intentions enable them to initiate the actions necessary to achieve their goals.

Feedback is also an important element of goal-setting theory. Feedback helps individuals understand how close they are to their goals and what they need to do. In this way, individuals can work more efficiently and reach their goals more easily (Latham & Pinder, 2005). In goal-setting theory, strategies such as setting challenging goals, providing feedback, increasing self-efficacy, focusing on goals and increasing motivation stand out (Locke & Latham, 2002). These strategies can enable people to motivate themselves and perform better (Latham & Yukl, 1975).

### ***2.1.2 The Goal-Setting Process***

Goal-setting studies suggest that high degrees of Having a strong commitment to goals has a positive influence on achievement. This effect is particularly pronounced for difficult goals (Klein et al., 1999). Goal commitment may be fostered by the degree of goal attainment and individuals' belief that the goal is attainable. Factors such as feedback and task complexity may also be influential in the link from goal setting to performance.

It is an important theory commonly used in the study and application of goal setting. Locke and Latham (2002) argue that goals can increase productivity through four factors. First, goals

redirect energy and focus away from unrelated actions and toward goal-relevant work. Secondly, they keep the individual energized in a task where a greater intensity of exertion is required for higher effort for more difficult goals. Third, goals affect the maintenance in goal-directed activities. Lastly, goals can influence activity through the appropriation of tasks-related skills and knowledge, suggesting a variety of modulators of the goal-setting-performance relatedness. For instance, high degrees of goal commitment, particularly for difficult goals, are predicted to have an encouraging impact on performance (Klein et al., 1999).

Goal setting can be a facilitator of the achievement of the goal and individuals' beliefs that the goal is achievable. Other key moderators of the goal-setting-performance relation are the function of output feedback and task perplexity. Feedback informs individuals about their progress so that they can make needed adjustments in their efforts toward goals or in their task-related strategies. Moreover, goal setting can be less impactful for complex tasks where exploring suitable goal strategies is more critical than the level of goal complexity.

Research in work contexts provides extensive support from work contexts, where GST (Goal Setting Theory) was first proposed and piloted. Furthermore, goal setting is a common praxis in professional athletes (Orlick & Partington, 1988) and some research evidence, such as Kylo & Landers (1995), supports the principles of GST in sports contexts. In line with the basic principles of GST, suggestions for effective goal setting in sports practice have been presented. For instance, Athletes are advised to set SMART goals. In this manner, goals provide a structured and organized approach to more efficient goal setting in sport (Doran, 1981).

## **2.2 Group Guidance in Goal-Setting**

### **2.2.1 Group Guidance**

There are different opinions in the literature about the concept of group guidance. Tan (1992) argues that guidance defined as individual assistance contradicts the concept of group guidance and therefore the concept of "group activities in guidance" is more appropriate. Shertzer and Stone (1971) suggest that the terms group guidance, group guidance, and group approach to guidance should be used synonymously. Ülkü (1977) states that the group approach contributes to the student's learning and maturation through classroom, in-class, and extracurricular programs, classroom teaching, and group guidance methods. Ülkü (1977) emphasizes that many authors who explain group guidance or group guidance practices (Bennett et al., 1963) emphasize that group guidance helps the individual to integrate with himself and his environment, mature, and realize himself rather than helping the individual to adapt.

Group guidance focuses on the subject and its approach is considered more cognitive. Some authors (Kepçeoğlu, 2000) state that group guidance is more similar to teaching and aims to provide information. Group guidance programs are frequently used in schools because of the primary purpose of providing information (Brown, 1998). Group counseling is usually done at the class level or with larger groups. Because, "the focus is not on the way individuals use the information given to them, their reactions to this information and whether they accept it or not" (Öncü, 2002). Although the group is problem-oriented, the problem in question is a shared issue between members instead of an individual problem. The aim is to utilize the group to get more economic information to individuals. For example, it is more economical to provide collective information to a group of students who want to learn about civil engineering by a civil engineer than to do so in groups of 20 or more. Group counseling is easy to implement in schools because it can take place in any setting and does not require a special environment (Voltan-Acar, 2001).

Group counseling can be completed in two or three sessions or it can last longer. The length of the group counseling work may vary depending on the topic. (Voltan-Acar, 2001). Group counseling activities can be implemented in large groups and small groups. In large groups, the number of participants is higher and the main purpose is to share knowledge. Moreover, due to the large number of participants, a discussion environment may not be created. In addition to providing information, small groups create an environment where members actively participate in the process and have the opportunity to experience new behavioral patterns. Small guidance groups consist of approximately 8-12 people (Çakır, 2011). In group guidance, students can become more aware of themselves and correct their negative aspects while improving their positive aspects (Tan, 1992). Group work enables members to express their needs by feeling free and to enrich their lives by providing an environment where they feel safe (Gibson & Mitchell, 1995). Group guidance activities can be carried out under the leadership of the school counselor or with the class teacher (Kuzgun, 2000).

### ***2.2.2 Role Of Group Guidance***

Group guidance is an important experience related to personality development and formation in which students come together to explore their ideas, feelings, attitudes, and behaviors (Myrick, 2003). It is described as group practices and processes which support individuals to improve, to recognize themselves and their possibilities, and to orient themselves by making realistic and appropriate real plans and selections (Özgüven, 1999). Group guidance fulfills the functions of developing, protecting, correcting, and adapting individuals. Many of the practices within the scope of group guidance may not be directly related to consultation. However, all group activities that help students recognize themselves, orient themselves, and integrate their selves with their environment are included in the concept of group guidance (Özgüven, 1999).

Erkan (2003) points out that it is necessary to have certain qualities for a successful and happy life and that the purpose of guidance is to help students acquire these qualities. He states that these qualities include the ability to study efficiently, prepare for exams, use time effectively, make effective decisions, solve problems, plan, know and accept oneself, communicate effectively, recognize professions, make connections between one's abilities, interests and personality traits and learning subjects and professions, and to have positive attitudes towards learning and work.

### ***2.2.3 Utilizing Group Guidance in Goal Setting through Solution-Focused Therapy***

Solution-focused therapy is a method of therapy that focuses on solving people's problems, designed to achieve the best possible outcome in the shortest possible time. It helps people to explore their present situation, their positive goals, and their resources to achieve these goals. People do not spend a lot of time with their past or the causes of their problems; instead, they move forward by focusing on the solution and achieving their goals as soon as possible (Shazer, 1985). This method of therapy helps people to discover their potential and abilities, helping them to approach their problems in a solution-oriented way. Therapists set positive and achievable goals for individuals and encourage them to take steps that will help them achieve these goals. Instead of dwelling on past problems, people address their current situation and future goals (Berg, 1992).

Solution-focused therapy can be used in many different areas, such as depression, anxiety, addiction, couples therapy, family therapy, and education. This method helps people to make significant progress in a short time by approaching their problems quickly and effectively (Shazer, 1985).

Solution-focused therapy in education is a therapy method that adopts a solution-oriented approach to the problems faced by students, teachers, and other education professionals. This approach aims to find practical and effective solutions to all kinds of

problems in education (Gingerich et al., 2016). Solution-focused therapy in education is often used to address students' difficulties in academic and social skills. This approach helps students discover their potential and utilize their strengths in the learning process. By asking questions about the current situation of students and teachers, therapists explore the causes and solutions to problems (Bannink, 2014).

Solution-focused therapy adopts three basic rules; repair what is not broken, find what works, and try again if it is not working (Shazer, 1987 & Berg, Miller, 1992). In light of these three basic rules, solution-focused brief therapy focuses on the positive throughout the counseling process. In this case, it ensures that the problem is solved more quickly and that people realize and develop their strengths. For all these reasons, solution-focused brief therapy is recommended as a method that is both easy and useful in schools (Sklare, 2014). Solution-focused brief therapy can be used to deal with all kinds of problems in education, such as learning difficulties, behavior problems, peer bullying, and communication problems between teachers and students. This approach boosts the self-confidence of students and teachers, increasing their self-confidence and success. As a result, solution-focused brief therapy in education helps students and education professionals to discover their potential, use their strengths and achieve success in the educational process (Ratner, & George, 2015).

## **2.3 The Effects of Goal Setting on Individual Variables**

### **2.3.1 Goal Commitment**

Goal commitment refers to the propensity of a person to strive to reach the objectives they created as their own (Locke & Latham, 2002). This concept requires individuals to mobilize their efforts and resources toward their goals. However, goal commitment also requires people to use other resources necessary for their goals. These resources include factors such as time, money, knowledge, skills, support, and motivation (Zimmermann, 2000). Goal commitment is also associated with one's ability to handle difficulties encountered in reaching

one's goals. The effort and tools necessary to realize one's goals might lead to a slew of obstacles. Therefore, goal commitment is also related to one's ability to overcome obstacles, cope with failures, and maintain motivation (Latham & Locke, 1991).

Benjamin Zimmermann the concept of goal engagement from a broader perspective. In line with this study, goal commitment also includes the degree of effort that a person dedicates himself/herself to achieving his/her goal. This effort determines how much the individual is willing and how hard they will work to achieve their goals. Goal commitment also includes personal characteristics such as dedication, discipline, consistency, and patience that are necessary to achieve goals (Zimmerman, 1995). At the same time, the link between performance and the difficulty of the goal is stated as a result of goal commitment (Klein et al, 1999). The commitment of the individual to reaching the goals is related to goal commitment (Atkinson, 1983). The persistence and focus shown within the time of reaching the goal meet goal commitment (Tubbs & Dahl, 1991). Goal commitment can be personal and a person performs more for any goal that he/she thinks is important for him/her than he/she performs for other goals (Kingston & Wilson, 2010). (Kingston & Wilson, 2010). One of the sources that support the notion of goal commitment is "Goal-Setting Theory" by Locke and Latham. In addition, Latham and Locke's "Self-regulation through goal setting" is another source that emphasizes the importance of goal setting and goal commitment (Locke & Latham, 1968). Subsequent studies have also confirmed these results. As an example of these studies; In the Harvard Business Review article, it was stated that goal setting and goal commitment increase employee motivation and help them perform better in the workplace (Locke & Latham, 2009). The American Psychological Association (APA) states that goal setting and goal commitment play an important role in achieving personal success. According to APA, goal setting and goal commitment help a person to utilize their resources more effectively (APA, 2019; APA, 2020).

### **2.3.2 Self-Efficacy**

Albert Bandura, who did not deny the importance of biological capacity, put forward an important perspective on how much the capacity of an individual is used during education or a task (Pajares, 2002). With his Social Cognitive Theory, Bandura introduced concepts such as self-efficacy, self-regulation, self-evaluation, modeling, and self-observation to the psychology literature. According to this theory, unlike stimulus and stimulation sequences, human actions emerge as a consequence of the dynamic interaction of personal, behavioral, and contextual effects. For instance, people evaluate the consequences of their behaviors and adjust their motivation and beliefs about their environment and their capacities accordingly, resulting in behavioral change or continuity (Pajares, 2002). It is seen that Bandura addresses some of the concepts mentioned in Social Cognitive Theory in the context of performance and goal setting. One of these concepts is called self-efficacy. According to Bandura's theory, it is the beliefs that an individual has about his/her capacity rather than the biological capacity that determines human behavior. Therefore, how an individual uses the knowledge and strategies he/she has is closely related to perceived self-efficacy (Pajares, 2002).

Goal-setting and goal-setting intervention studies address self-efficacy, which affects beliefs about an individual's behavior and capacity. The theory, which argues that human behavior emerges as a result of the dynamic interaction between individual, behavioral, and environmental influences, emphasizes that beliefs about the individual's capacity have a significant impact on his/her behavior (Bandura, 1991).

While self-efficacy is linked to the beliefs about how to use the knowledge and strategies that the individual has, self-regulation is influenced by the evaluations of the individual at the end of the behavior and leads the individual to make changes or adjustments in his/her behavior. Individual evaluations are determined by self-concept, self-esteem, and personal values. Especially factors such as self-efficacy play a very vital role in goal setting (Pajares, 2002).

According to Goal Setting Theory, functions of self- efficacy as a mediating variable among goal setting and performance. Individuals with strong self-efficacy are more likely than those with low self-efficacy to set greater objectives and embrace the goals set for them. At the same time, the methods they use to achieve their goals are more effective and they are more tolerant of negative feedback (Locke et al., 2002). One of the methods suggested to increase self-efficacy is to provide communication that will make individuals they feel that they are able to attain their ambitions. Although this does not directly emphasize goal-setting training, it is suggested that teaching individuals strategies that will facilitate goal attainment can increase self-efficacy and thus goal commitment (Bandura, 1991).

Study on the relationship among goal and self-efficacy is as follows; self-efficacy was termed by Bandura (1997) as a person's sense of confidence in completing a specific task. An awareness of self-efficacy motivates people to formulate and succeed in goals. In their study, Latham and Locke (2007) showed self-efficacy affects the association of goal setting and performance. The findings of this study indicated that self-efficacious learners were more likely to set challenging goals and exhibited greater degrees of motivation to attain these goals. Gist and Mitchell (1992) showed that self-efficacy affects the relation connectivity through goal setting and performance and that this effect is stronger on job performance. Schunk's self-efficacy studies emphasized the importance of goal setting and stated that goal setting and self-efficacy are interdependent. Moreover, setting goals with specific qualities for students is very important for learning and motivation. Therefore, interventions related to goal setting can also affect self-efficacy (Schunk, 2003).

### **2.3.3 Academic Procrastination**

Procrastination is known as the purposeful delay in starting or finishing something (Solomon & Rothblum, 1984). Academic procrastination is the postponement of school-related tasks such as homework and preparation for exams (Milgram & Toubiana, 1999). Individuals may exhibit academic procrastination behavior because they avoid the task or because of fear of failure (because they think they cannot overcome it).

Academic procrastination is a widely prevalent issue, especially among adolescents, and this behavior can negatively affect academic performance by causing students' grades to drop and stress over time. It is also stated that this behavior may cause individuals to feel guilty (Saleem et al., 2015). There are also personal and environmental factors that to make a cause this behavior. Some of the environmental factors are external factors such as the difficulties students face in their courses, boredom, inappropriate course materials, and the stress of preparing for exams. These factors can reduce students' motivation and lead to procrastination behavior (Steel et al., 2006). Personal factors stem from students' unique characteristics. These factors include low self-efficacy, high anxiety levels, low motivation, lack of attention, personal problems, and family problems. Students having these factors may also cause academic procrastination behavior (Balkis & Duru, 2016).

Low motivation is one of the most common causes of procrastination. Students who exhibit this behavior usually do not enjoy school tasks and prefer to procrastinate. Therefore, it is not surprising that these students get low grades in exams (Brownlow & Reasinger, 2000). In addition, these students spend less time on their studies than they had planned and always think of starting studying later (Lay & Burns, 1991). Students who exhibit procrastination behavior also have difficulty in goal setting and time management (Lay & Schouwenburg, 1993). Klingsieck evaluated procrastination from four different perspectives. First, procrastination as a personality characteristic has qualities such as responsibility, neuroticism,

perfectionism, self-esteem, optimism, and intelligence. Secondly, it relates to willpower and motivation and includes internal and external motivation, self-determination, self-stability, flow, goal direction, locus of control, self-efficacy, self-control, the control of action, planning strategies for learning, and time management.

There are many perspectives on "academic procrastination". The first perspective is the clinical psychology perspective, where students' academic procrastination is also related to psychological problems such as anxiety, depression, stress, and personality disorders and should be evaluated clinically. The second perspective is the situational perspective, where academic procrastination behavior is based on situational and contextual factors, especially the characteristics of the task and the teacher. Thirdly, the fourth perspective, which has recently become widespread, points out that academic procrastination is caused by task avoidance, decision-making difficulties, fear of failure, perfectionism, academic dissatisfaction, lack of self-control, and negative feelings towards schoolmates. From this perspective, it was also determined that academic procrastination was negatively related with factors features like esteem for oneself, focus on targets, self-efficacy, planning abilities, and regulating oneself. It is positively related to impulsivity, perfectionism, and fear of failure. In addition, it was stated that students who dislike their teachers postpone their academic tasks and their attitudes toward fulfilling their duties and responsibilities at school can lead to various problems until adolescence. Continuous academic procrastination behavior and postponement of tasks can lead to physical and psychological disorders. Therefore, emphasized that academic procrastination threatens their academic success and subjective well-being (Klingsieck, 2013). Procrastination, as Dewitte and Lens (2000) point out, is recognized as a major problem in modern society. According to Steel (2007), procrastination is a highly disturbing and widespread phenomenon. Hussain and Sultan (2010) suggest that procrastination may be seen as a tendency, attitude or

behavioral trait. Procrastination behavior related to academic studies is quite common, as Day, Mensink, and O'Sullivan (2000), Steel (2007), and Goroshit (2018) state.

The Latin word "procrastinates" is a combination of "pro" meaning "forward" and "castings" meaning "tomorrow/tomorrow" and means to deliberately and habitually postpone (Merriam-Webster, n.d.). Procrastination is described by Van Eerde (2000) as avoiding the implementation of an aim, and by Ferrari (1989) as delaying for tomorrow what needs to be done today. Procee et al. (2013) state that procrastination is also a form of voluntarily postponing what one intends to do even though disadvantageous results are expected. Procrastination" is used as a word that connotes positive meanings such as a functional delay or avoiding haste, but also negative meanings such as a common and harmful form of self-regulation failure (Steel, 2007). In their research, Chu and Choi (2005) classified procrastinators as active and passive procrastinators. In this study, many studies on procrastination behavior were conducted and procrastinators and non-procrastinators were compared. In these comparisons, it was determined that procrastination behavior causes negative consequences such as wasted time, poor performance, and increased stress and is seen as self-sabotaging behavior. Traditional procrastinators who fail to finish duties on time are known as passive procrastinators a result of their ambivalence about performing tasks on time. Active procrastinators are positive procrastinators who choose to study under stress and purposefully procrastinate. As a result, although active and passive procrastinators postpone to the same level, the outcomes of active procrastinators, such as time use, time management, self-efficacy beliefs, self-coping styles, and academic performance, are similar to those of passive procrastinators, who show less procrastination behavior (Chu & Choi, 2005).

It may be hard to give a definitive description of the concept of procrastination since it has a complex structure and can be handled in five different subcategories. These subcategories are general procrastination, academic procrastination, decision procrastination, neurotic

procrastination, and unobserved or dysfunctional procrastination (Balkis & Duru, 2009). Since procrastination is related to the internal processes of the individual, what to postpone and when to start may vary according to the individual's own internal norms (Van Eerde, 2000). In addition, procrastination can also be considered a self-regulatory avoidance reaction and can be expressed as avoiding an action. In this case, the action may be important to the individual but not emotionally appealing, and this may cause an approach-avoidance conflict (Van Eerde, 2003b). Unplanned postponement of a task is sometimes characterized as laziness, procrastination, or procrastination. However, if this behavior is exhibited continuously, it indicates that procrastination has become a personality trait (Hoppe et al., 2018). Therefore, it is possible to consider procrastination as a personality trait or behavior trait. However, when it is considered a personality trait, it is critical to monitor the internal processes of individuals that can explain the differences between individuals, and when this is neglected, the risk may arise. Procrastination refers to the act of avoiding the performance of a cognitively important but emotionally unattractive action (Van Eerde, 2000). It is stated that it is not correct to conclude that procrastination is a personality trait or a chronic behavior for everyone.

As stated by Van Eerde (2000), the basis of procrastination is the postponement of a task because it is an emotionally unattractive action. Therefore, it can be stated that procrastination is caused by not performing a cognitively important action. It is stated that procrastination behavior is not a personality trait or a chronic action, and everyone can exhibit this behavior (Van Eerde, 2000). Therefore, the fact that a person exhibits procrastination behavior is not enough to make a general judgment about his/her personality. The fact that a student postpones starting or completing a project does not allow us to conclude that this person also exhibits procrastination in other situations in university life or his/her personal life or short-term work life (Ferrari, 2004).

The term academic can be used in various ways. In a broad sense, the term academic can be used to describe a large spectrum of activities related to the creation, collection and development of knowledge. This endeavor is deeply rooted in the three complementary dimensions of education, research, and service (Coates, 2010). In this context, it has been observed that academic procrastination occurs when procrastination is related to academic studies. There are many definitions for academic procrastination. The number of these definitions points to a situation that complements each other and helps to better understand the concept. Moreover, common themes in many definitions point to a core and essential element. Common to all procrastination is the postponement of a decision or task (Steel, 2007). A lot typical case of academic procrastination is the confident postponement of studying while other activities are being carried out, or there is a lack of interest in academic work combined with reluctance (Day, Mensink, & O'Sullivan, 2000). Moreover, when procrastination starts can vary according to perspective. For a lecturer who assigns a project task, procrastination may start from the date the task is assigned, whereas for the person who will complete the task, it may start from the date the work is to be done (Ferrari, 2004).

## CHAPTER III

### 3. LITERATURE REVIEW

#### 3.1. Related Research in Turkey

In this chapter, experimental research conducted in Turkey with the variables of goal commitment, self-efficacy, and academic procrastination is summarized accordingly.

##### *3.1.1 Research on Goal-Commitment*

Uçar (2019) aimed to investigate the relationship between goal-setting-oriented education and academic achievement and absenteeism. In the study using the experimental research method, both the intervention and control groups were taken through preliminary and final tests. Within the scope of the research, the training program was applied to 31 students studying in the university preparatory class, while 52 participants in the control group were not treated. In the academic accomplishment measure, nothing noteworthy was identified over the two sets of students. There was a decrease in self-regulation skills in the treatment group and an increase in the untreatment group. In addition, as a result of the regression analysis between variables; it was found that achievement was predicted by school climate and communication.

Yurdakul (2015) examines the effectiveness of goal setting on listening understanding. The research was conducted with 66 five-year-old students studying in a preschool institution using the quasi-experimental method. A total of ten lessons, two lessons per week, were given to the experimental and control groups. The content of these lessons consisted of fictional texts. While the students in the experimental group were given a purpose and their comprehension levels were examined, the same study was completed in the control group without giving a purpose. According to the final results of the pre-test and post-test applied to the experimental and control groups, it was concluded that goal setting positively affected listening comprehension skills.

The research conducted by Yüce Selvi (2014), it was aimed to Learn about the repercussions of goal-setting and feedback on how well they perform. The research is an experimental method research. Within the scope of the study, 207 students studying at the university level were reached. Individuals in the experimental group were shown pictures that evoked success. The control group was shown pictures that were not related to success. As a side effect of the scrutiny, it came to light that conscious goal setting significantly increased performance compared to unconscious goal setting. However, feedback did not have a significant change on performance.

### ***3.1.2 Research on Self-Efficacy***

Gül (2017) wanted to look deeper into how it influenced of adaptation enhancement group guidance program on the social anxiety and emotional self-efficacy levels of high school students. The experimental and control groups were planned as fifteen students and a 5-week adaptation enhancement group counseling program was administered to the empirical group, while no practice was made to the controlled group. As a result of the research, no significant difference was found in emotional self-efficacy levels, while significant differences were found in social anxiety levels.

Yılmaz Bingöl and Akın (2018) inquired about the beneficial effect of group counseling via a solution-focused therapy protocol on the self-efficacy capacities of 8th-grade students in an experimental research. The researcher devised a 6-session mentoring program for the experimental group, whereas no therapy was given to the control group. The inquiry into the subject said that group counseling spurred the self-efficacy levels of 8th-grade middle school pupils by deploying the General Self-Efficacy Scale as a tool for assessment.

Avşar (2019) investigated the effect of cognitive behavioral therapy (CBT) oriented individual psychological counseling on social anxiety, self-efficacy, and psychological well-being levels. Within the scope of the study, 12 sessions of CBT-oriented individual counseling

were applied to 8 university students by the researcher. Social Anxiety Scale, Liebowitz Social Anxiety Scale, General Self-Efficacy Scale, and Psychological Well-Being Scale were used in this study and as analyzing the data collected, it was found that CBT-oriented counseling decreased students' social anxiety, increased their self-efficacy levels and psychological well-being levels.

Another study on self-efficacy was conducted by Israel (2007). The researcher explains his study in line with two objectives; first, to examine the effect of self-regulation training on self-regulation skills, science self-efficacy, and science achievement. The second one is to examine the relationships between self-regulation, science self-efficacy, and science achievement. Both experimental and survey models were used in the study. In the experimental part of the study, a 14-week self-regulation training program developed by the researcher was applied to 44 middle school students. In line with the second aim of the study, 594 middle school students were administered the Self-Regulation Scale, Achievement Tests, and Science Self-Efficacy Scale. As a consequence of the study, the following conclusions were reached self-regulation training made a significant margin in the achievement levels of the learners, self-efficacy, and self-regulation levels. In addition, significant correlations were identified to be found among self-regulation, science self-efficacy, and science achievement.

The research conducted by Abalı Öztürk (2014) aims to examine the effectiveness of alternative measurement methods applied to students on academic achievement, self-efficacy perception, retention, and attitude. The research is mixed design research utilizing quantitative and qualitative research methods. Alternative measurement methods were applied to the experimental group formed within the scope of the research. Traditional assessment and evaluation methods were applied to the control group. In the following part of the second phase of the work, Mathematics Attitude Scale was administered to 1565 middle school 5th-grade students. In the last stage of the study, 1565 students were administered the Student Alternative

Measurement and Assessment Methods Attitude Scale, and 262 teachers were administered the Teacher Alternative Measurement and Assessment Methods Attitude Scale. Following part of a study, it became apparent that the alternative assessment methods applied to the experimental group positively affected students' mathematics achievement, self-efficacy levels, attitudes, and retention of learning. In addition, it was found that the attitudes of classroom teachers towards alternative assessment methods did not reveal any difference according to sex and years of seniority, grade level, and class size. However, it was concluded that students' mathematics self-efficacy and attitudes toward alternative measurement methods differed according to gender.

The experimental research conducted by Yılmaz (2019) the idea was to gain insight into any effects of community mediation education on feelings of competence, sense of command, and conciliation skills. With this aim, 12 school students in the 6th grade of middle school constituted the experimental group and 12 students constituted the control group. test group members were given 10-week peer mediation training, while it appeared that not a study to the comparison group. As a result of the research; It has been observed that peer mediation training increased the level of self-efficacy and locus of control and improved ability to resolve situations. It was concluded that peer mediation training is a training that can be applied at the middle school level.

### ***3.1.3 Research on Academic Procrastination***

When studies on academic procrastination are examined, it is noticeable that the the experimental research tackle is largely chose.

In the study conducted by Kağan (2010), the effectiveness of the academic procrastination prevention program planned in line with the principles of the rational emotive behavior therapy approach was tested. The research carried out among college students yielded

the findings that the initiative diminished cognitive distortions and academic procrastination tendencies while enhancing time management abilities.

In their study, Düşmez and Barut (2016) examine the effectiveness of the training program prepared with a rational emotive behavior therapy approach to academic procrastination. In the study, a 9-week training program was applied to the first group consisting of university students, while no study was conducted with the second group. As a result of the research, as stated by Kağan (2010), it was found that the training program reduced academic procrastination behavior.

Another experimental research on academic procrastination was conducted by Berber Çelik (2014). A 10-week reality therapy-oriented group counseling was applied to the study group consisting of university students. The other aims of the study were to examine to what extent irrational beliefs, self-efficacy, self-perception, and fear of negative evaluation predict academic procrastination and to examine the relationship between academic procrastination and some socio-demographic variables. Data comes in this situation via 1011 university students. as a manifestation of the experimental structure of the study, it was found that the training program applied reduced academic procrastination behaviors. In descriptive research results, the first finding of the study is that academic procrastination behavior differs according to age, gender, and academic achievement level. Secondly, it was found that the increase in irrational beliefs and fear of negative evaluation also increased academic procrastination. However, another finding was that an increase in self-efficacy and self-perception decreased academic procrastination.

Toker (2014) examined the postponement behavior of the training an educational program built around psychological theory of cognition on academic procrastination. The training program developed by the researcher was applied to university students for 9 weeks. At the last stage of the application, values of measurement at the beginning and end of the study

were analyzed for both groups. The data obtained indicate that the education program reduces academic procrastination behavior.

Aslan and Tunç (2021) examine the effect of the group guidance program developed with a focus on reality therapy on academic procrastination behavior. The participants in the experimental program consisted of high school students. While the guidance program continued for 8 weeks with the students in the work group, no work was done with the paired control group. According to the post-test measurements applied towards the finish of group guidance program, it was seen that the group guidance reduced the frequency of academic procrastination behavior.

Tanrikulu (2021) develops a "group guidance program for coping with academic procrastination". He examines the effect of the guidance program on academic procrastination behavior, self-esteem, time management skills, and private well-being. The research consists of an experimental group, a control group, and a placebo group. The program developed for the experimental group is applied. No study is conducted with the control group. Career counseling guidance work is carried out with the placebo group. According to all measurement results of the research, the developed program decreases the rate of academic procrastination, and boosts a certain degree of time management skills and subjective well-being, but has no significant effect on self-esteem.

Yıldız (2017) examines intolerance of uncertainty and academic procrastination behaviors through a "psychoeducation program oriented to gain secure attachment style". The research is conducted with middle school students. An eight-week psychoeducation study is conducted with the experimental group. Before the psychoeducation study, a pretest is administered to the experimental and control groups. After the psychoeducation study is completed with the experimental group, a post-test is applied to both groups. Finally, two months after the finalizing of the study, a follow-up test is applied and data are obtained. The

survey yielded the following results: psychoeducation study significantly affects intolerance of uncertainty and academic procrastination behaviors.

Another psychoeducation study was developed by Kaya (2022) with a focus on cognitive behavioral therapy. In the study, the effect of psychoeducation on academic procrastination and academic motivation is examined. The experimental and control groups consist of university students. A 5-week online psychoeducation study is conducted with the experimental group. No study is conducted with the control group. According to the pretest, posttest, and follow-up test results, psychoeducation study decreases the frequency of academic procrastination behavior and increases academic motivation.

### **3.2 Related Research in Abroad**

In this chapter, experimental research conducted in abroad with the variables of goal commitment, self-efficacy, and academic procrastination is summarized accordingly.

#### **3.2.1 Research on Goal Commitment**

Castrillón et al (2013) conducted a study measuring the effectiveness of SMART goal training. The study was completed with 3 student groups from different age groups. The study sample consisted of fourth-grade primary school students, first-grade high school students, and third-grade high school students. The study aimed to examine the effect of smart target training on foreign language learning and self-efficacy. Qualitative and quantitative research methods were used in the study. Questionnaires and scales applied to the students before and after the training provided quantitative data. The diaries kept by students and teachers during the training period constituted qualitative data. These conclusions were reached as a result of the survey smart goal training improved language learning skills and increased students' self-confidence levels. Moreover, students' goal-setting skills increased by 55% and their self-confidence levels increased by 77%.

In his study, Khan (2019) aimed to measure goal commitment by providing training on trauma to public health workers. One of the aims of the study was to measure whether the type of goal affects goal commitment. Participants are taken to a training where they are free to choose one of the 4 goals presented by the researcher. At the end of the training, participants who achieved their goals reported feeling better about themselves. These participants also have high goal commitment. Participants who did not achieve their goals had low levels of goal commitment. The unsuccessful group listed the following reasons for not achieving the goal: distraction, inability to use time efficiently, forgetfulness, strain, and lack of support.

In his research, Basham (2020) examines the effectiveness of the psychoeducation study applied to students in adolescence. Students who show truancy behavior are included in the research group. To identify the students, students who had unexcused absenteeism and did not complete their homework for the last 6 months were screened. After obtaining approval from the families of these students, pretests are administered. The effect of psychoeducation on students' motivation, goal commitment, and goal orientation is investigated. As a result of the research, it was found that the psychoeducation study increased the level of new goal-setting and adaptation of the student.

### ***3.2.2 Research on Self-Efficacy***

Pössel et al (2015) conducted a study in which they measured the preventability of depressive symptoms. The current study consists of 8th grade middle school students. They examined the effect of the cognitive behavioral therapy-oriented study they developed on the self-efficacy level. As a result of a three-month follow-up, they concluded that the program was effective in students with low self-efficacy.

The experimental study conducted by Berlanga (2004) with middle school 8th-grade students included students at risk. The study aimed to increase the academic achievement of at-risk students by using counseling activities. In this context, cognitive behavioral therapy and

solution-focused short-term therapy tools were used. There were 32 students in the experimental group and 31 students in the control group. In the study, Coopersmith Self-Esteem Inventories (SEI), and Piers-Harris Children's Self-Concept Inventory 2 (PHCSCI) scales were used to analyze the data. In addition, the grade point average (GPA), students' course achievement grades and number of days students are missing from school were utilized. According to the findings of the study, the developed guidance program did not reduce absenteeism behavior. However, the program increases students' self-confidence and academic achievement.

Bollman (2009) examines career decision self-efficacy in his research. The experimental method is applied in the study and the effect of the career exploration course on career self-efficacy is measured. The independent variables of the study are gender, cultural identity, and GPA. The dependent variable is career self-efficacy. At the end of the 15-week course, the data obtained are analyzed. According to the findings, career self-efficacy does not indicate a significant and meaningful difference according to gender and cultural identity. However, GPA was effective in career course attendance behavior. While students with high GPAs showed attendance behavior, their career self-efficacy increased at the same time.

Sun (2019) focused on career self-efficacy as a dimension of self-efficacy in his research. In the research using experimental research method, career guidance courses are compared. The effect of the traditional method and design thinking method on career self-efficacy is investigated. The design thinking method is based on Bandura's self-efficacy theory. According to the research data, it was concluded that design thinking improves the following skills: goal setting, problem-solving, professional development, planning, and self-efficacy.

Zyromski, Martin, and Mariani (2019) measure the effectiveness of a group study called "True Goals" (TG). The members of the group study were 25 primary school 4th and 5th-grade students. A one-group pretest-posttest comparison was conducted in the study using the

experimental research method. As a result of the data obtained, group work increased students' motivation, positive relationship building, and self-direction and self-recognition skills.

Martin et al. also studied the "True Goals" (TG) group work with a group of high school students. The study had two aims. These are; to examine the effect of the TG program on academic self-efficacy and social self-efficacy. Within the scope of the research, a total of 47 students from high school grades 9-10-11. A total of 47 students from high school grades 9-10-11 were reached. An 8-week program was completed with these students, each session lasting 40 minutes. As a result of the sessions, the TG program did not have a significant effect on academic self-efficacy. On the other hand, there was a positive rise in social self-efficacy.

Martin et al. (2022) conducted another study of the TG program with primary and secondary school students. The research has three aims. First, to examine the effect of the TG program on goal-setting skills. Secondly, to examine the effect of the TG program on academic self-regulation skills. The last aim was to examine teachers' evaluations of the students who participated in the study. The study lasted for one academic year. The experimental group consisted of 22 students and the control group consisted of 24 students. The students participated in the study with the approval of their families and the guidance of their teachers. The TG program was planned for 10 weeks. All of the students needed an academic, social, or behavioral intervention. For this reason, after the data collection was completed, the control group also received the TG program. At the end of the study, there was an increase in the motivation, self-direction, and self-evaluation scores of the students in the experimental group compared to the control group. As a result of the teachers' evaluation, the motivation, self-direction skills, and the level of positive relationship development of the students who participated in the TG program increased significantly.

### **3.2.3 Research on Academic Procrastination**

The research conducted by Wang, Zhou, Yu, Ran, Liu, and Chen examines academic procrastination behavior with an experimental study. The research aims to determine the most appropriate therapy school that reduces academic procrastination behavior. For this reason; they compare Cognitive behavioral therapy (CBT) with Acceptance and Commitment Therapy (ACT). Sixty university students with frequent academic procrastination behaviors are randomly assigned to two separate study groups. Both schools reduce academic procrastination behavior in the short term. However, according to the follow-up test results, ACT is more effective in reducing academic procrastination behavior in the long term.

Horebeek, Michielsens, Neyskens, and Depreeuw (2004) examine group workshops on procrastination conducted at the student center of K.U.Leuven (Catholic University of Louvain - Belgium) for three academic years from 1998 to 2001. The number of academic years in which 48 students who participated in the training repeated their procrastination behavior is stated as 1.8. The pre-test and post-test procrastination outcomes of the students who completed the training are compared. It is concluded that group work reduces the frequency of procrastination behaviors.

The structured group study developed by Wang, Qian, Wang, and Chen (2011) focuses on self-regulated learning and self-efficacy. The project's population comprises of students who engage in academic procrastination. From the sample group determined by the convenience sampling method, 15 person were in the treatment and 14 person were in the control. After six weeks of structured group intervention, the data are analyzed. As a result of the research, it was found that self-regulation and self-efficacy can be improved with group work, thus reducing the negative consequences of procrastination. However, it is also concluded that the intervention did not change the tendency to procrastinate. In the face of these two results, it is noted that procrastination behavior can be reduced with longer-term interventions.

Hajhosseini et al. (2016) examine the effect of group work developed based on reality therapy on academic procrastination and self-regulation skills. The sample of the study consisted of first-year high school students. The study consists of two groups of 12 participants, experimental and control. The academic Procrastination Scale (APS) and Self-Regulation Questionnaire (SRQ) are applied to both groups. While the study group is studied for eight weeks, the control group is not getting any interference. According to the post-test results, the program decreases academic procrastination and improves self-regulation skills.

A similar study was conducted by Salam and Astuti (2023). An intervention plan developed based on reality therapy and consisting of five sessions is created. Pre-test and post-test were applied to this study group of 9 randomly selected students and the data were compared. As a by the analysis of the values: The following conclusions were reached the reality therapy-oriented group counseling process reduced academic procrastination behavior.

## CHAPTER IV

### 4. METHOD

This chapter of the research, which aims to explore the effectiveness of Goal-Setting Program on middle school senior students' goal commitment, academic self-efficacy, and academic procrastination behaviors, included information about the study group, research design, data collection tools, the implementation of the Goal-Setting Program and the data analysis processes; information about the study group, research design, data collection tools, the implementation of the Goal Setting Program and the data analysis process were included.

#### 4.1 Research Model

This research is a quasi-experimental study that aims to measure the effect of Goal-Setting Program on goal commitment, academic self-efficacy, and academic procrastination levels in middle school seniors. A control group was formed in addition to the study group to measure the effectiveness of group work. The independent variable of the research is the goal-setting program. The dependent variables of the research are students' goal commitment, academic self-efficacy, and academic procrastination levels. Table 1 shows the research design.

Table 1.

*Quasi-Experimental Design*

| Group                   | Pre-test                | Process                 | Post-test         |
|-------------------------|-------------------------|-------------------------|-------------------|
| Study Group<br>(n=10)   | GCS*<br>ASE**<br>APS*** | Goal-Setting<br>Program | GCS<br>ASE<br>APS |
| Control Group<br>(n=10) | GCS<br>ASE<br>APS       | No process              | GCS<br>ASE<br>APS |

\*Goal Commitment Scale

\*\*Academic Self-Efficacy Scale

\*\*\*Academic Procrastination Scale

As shown in Table 1, Goal Commitment (GC), Academic Self-Efficacy (ASE) and Academic Procrastination (AP) Scales were applied to the study and control groups as a pre-test. While the eight-week goal setting program was implemented with the study group, no study was conducted with the control group. Following the completion of the Goal-Setting Program, the same scales were applied to both groups as a post-test.

#### **4.2 Study Group**

In order to establish the research study group, the researcher applied the Goal Commitment Scale developed by Klein, Wesson, Hollenbeck and Wright (2001) and translated into Turkish by Şenel and Yıldız (2016); Academic Self-Efficacy Scale developed by Muris (2001) and adapted into Turkish by Celikkaleli, Gündoğdu and Kıran-Esen (2006), and Academic Procrastination Scale developed by Çakıcı (2003) to the 158 senior students from private middle school in Istanbul in the 2019-2020 academic year.

The scores the students obtained from the measurement tools and the arithmetic mean of each scale were calculated. The intersection of students who received low scores on the Goal Commitment Scale and Academic Self-Efficacy Scale, and students who received high scores on the Academic Procrastination Scale are determined. Since the students received high scores on the scales of Goal Commitment and Academic Self-Efficacy was the desired outcome and the students received low scores on these scales and high scores on the Academic Procrastination Scale indicated that the academic procrastination level was high. In this way, a pre-interview was conducted with these students. During the pre-interview, information about the program to be implemented was provided, and the students' consent was obtained. The fact that the experimental and control groups are similar groups in terms of variables is critical in determining the effect of the independent variable. After ensuring the similarity of the variables, determining the people to be included in the experimental and control groups by lot is a commonly used and accurate method for unbiased assignment (Ural & Kılıç, 2005). Among

the 20 students who agreed to enroll in the study group were randomly assigned to two groups in a way that did not disrupt gender distribution equality. Then, experimental and control groups were determined between these two groups by lot method. The working group of the study comprised 20 middle school senior students, 10 of whom are in the study group and 10 of them in the control group. The experimental and control groups each have 4 female and 6 male students. A male student in the study group was absent from school at the start of the Goal Setting Program due to health issues and thus was excluded from the group study. Since her parents did not consent, a female student in the study group was not included in the study. During the group process, a female student voluntarily quit the group work. The implementation of the program was completed with 7 students.

Table 2.

*The Distribution of Participants by Gender*

| Group   | Gender |        |
|---------|--------|--------|
|         | Male   | Female |
| Study   | 4      | 6      |
| Control | 4      | 6      |

Table 2 shows the gender distribution of the students in the study group and the control group. As stated above, in experimental studies, it is important to minimize or equalize other factors that will affect the result other than the manipulation of the researcher to test the effectiveness of the Goal Setting Program (Ural & Kılıç, 2005). The study group and the control group were equalized in terms of gender distribution.

Table 3.

*Education Level of the Participants' Parents*

| Group   | The education level of mother |            | The education level of father |            |
|---------|-------------------------------|------------|-------------------------------|------------|
|         | High School                   | University | High School                   | University |
| Study   | 4                             | 6          | 3                             | 7          |
| Control | 3                             | 7          | 5                             | 5          |

Table 3 shows the education levels of the student's mothers and fathers. Out of the mothers of the students in the study group, 4 of them had completed high school education, while 6 of them held university degrees. Among the fathers of the students in the study group, 3 had completed high school education, while 7 held university degrees. In the control group, 3 mothers were high school graduates and 7 mothers were university graduates. The dads of the students in the control group included five high school graduates and five university graduates.

Table 4.

*Participants' Socioeconomic Level*

| Group   | Socio-economic status |        |       |
|---------|-----------------------|--------|-------|
|         | Lower                 | Middle | Upper |
| Study   | -                     | 6      | 4     |
| Control | -                     | 5      | 5     |

Table 4 shows the socio-economic levels of the students. Considering the socioeconomic levels, 4 students in the study group were in the middle-income group, 6 students in the upper-income group, and 5 in the control group were in the middle and 5 in the upper-income group. In summary, as shown in Tables 2-3-4, the homogeneity of the study and control groups was emphasized.

### 4.3 Goal Setting Program

A private school classroom in the Atasehir district of Istanbul province was designed for group work in order to implement the sessions of the goal setting programs. It should be taken into consideration that the study room arranged is located far away from other classrooms and created quiet space. According to Gladding, the fact that the study environment is quiet, safe and a place where people feel comfortable increases the likelihood of people opening up and speeds up the process. A circle-shape arrangement can help participants to interact with one another mostly in group counseling/guidance (Gladding, 2010). A circular seating arrangement has been planned with as many chairs as the number of individuals in the group being placed in the designated group room. An 8-session solution-focused therapy goal setting program was conducted to the study group. The number of participants in the group process varies according to age group. It is best for an adolescent counseling/guidance group to comprise 8-10 individuals and to schedule sessions for 4-50 minutes long (Carroll & Wiggins, 2008). Each session is 45-50 minutes long and is organized in a way that does not interfere with the students' lessons. The process True Goals (TG), which is developed by Ian Martin (2016), covers three fields of study: personal goal, social goal and academic goal. It has been stated that this study can be applied between 8 and 16 weeks. In this study, the academic goal title of the TG program was also benefited from. The program was planned as 8 sessions. The Goal Setting Program was developed within the scope of solution-focused therapy principles. Hence, the program implemented within the scope of this study benefited from the solution-focused therapy techniques including positive goal setting, hypothetical questions, miracle questions, exceptional cases, and scaling questions (Shazer, 1997; Sklare, 2013).

| <b>Session</b>                         | <b>Process</b>                                                                                                                                                                                                                                            | <b>Purpose</b>                                                                                                                                                                                                                              | <b>Material</b>                                              |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Session 1<br/>Introduction</b>      | 1. Introduces him/her to the students and explains the purpose of group work.<br>2. Meeting Event<br>3. Common group rules are established.<br>4. Group Participation form has been completed.<br>5. The session concludes with a summary of the session. | 1. Meeting people<br>2. Understanding group process<br>3. Establishing group rules                                                                                                                                                          | 1. Group participation form<br>2. Student workbook<br>3. Pen |
| <b>Session 2<br/>Recognizing Goals</b> | 1. Reviews the previous week<br>2. Imagined the future event<br>3. Write a letter to the future<br>4. Sharing<br>5. Summarizing and concluding                                                                                                            | 1. To be able to recognize the significance of the goals<br>2. To be able to comprehend the function of goals<br>3. To be able to recognize future goals                                                                                    | 1. Student's workbook<br>2. Pen                              |
| <b>Session 3<br/>Goal-Setting</b>      | 1. Reviews the previous week<br>2. Giving information: goal types functional/non-functional goals<br>3. Will be reminded of the future letter<br>4. Personal goal setting<br>5. Summarizing and concluding                                                | 1. To be able to comprehend the features of goals<br>2. To be able to recognize the points to consider.<br>3. To be able to comprehend the relationship between short-term and long-term goals<br>4. Setting goals within the group process | 1. Student's workbook<br>2. Pen                              |
| <b>Session 4<br/>Goal Improvement</b>  | 1. Reviews the previous week<br>2. Goals<br>3. Scaling<br>4. Summarizing and concluding                                                                                                                                                                   | 1. Checking the goals set<br>2. Using a ranking system<br>3. Establish short-term goals for the coming week.                                                                                                                                | 1. Student's workbook<br>2. Pen                              |
| <b>Session 5<br/>Checking</b>          | 1. Reviews the previous week<br>2. Congratulate progress<br>3. Academic goal strategies: efficient listening<br>4. Efficient listening event<br>5. Summarizing and concluding                                                                             | 1. Tracking the progress of the goals<br>2. Identifying the behaviors that increase the score<br>3. Carrying out the listening activity to improve academic goals                                                                           | 1. Student's workbook<br>2. Pen                              |
| <b>Session 6<br/>Planning</b>          | 1. Reviews the previous week<br>2. Self-evaluation event<br>3. Write a story: internal-external, controllable-uncontrollable, and changeable-unchangeable.<br>4. Sharing                                                                                  | 1. Recognizing the reasons for viewing events as internal-external, controllable-uncontrollable, and changeable-unchangeable.                                                                                                               | 1. Student's workbook<br>2. Pen                              |

|                                                 |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                 |                                                              |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
|                                                 | 5. Summarizing and concluding                                                                                                                                      | 2. To be able to qualify as internal, controllable and changeable<br>3. To provide examples of internal, controllable, and changeable events, as well as to evaluate potential scenarios from this standpoint.<br>4. Controlling the progress of goals                          |                                                              |
| <b>Session 7 Supports</b>                       | 1. Reviews the previous week<br>2. Self-help event<br>3. Membership groups<br>4. Social and Psychological Resources<br>5. Sharing<br>6. Summarizing and concluding | 1. Dealing with obstacles encountered on the way to the goal achievement<br>2. Recognize how you can help yourself<br>3. Recognize potential sources of assistance<br>4. Recognize that you can ask to seek assistance<br>5. Keeping track of how far the goals have progressed | 1. Student's workbook<br>2. Pen<br>3. Annex-2 activity sheet |
| <b>Session 8 Finalization &amp; Celebration</b> | 1. Reviews the previous week<br>2. Scaling<br>3. Love Bombing<br>5. Celebration<br>4. Summarizing and concluding                                                   | 1. Evaluating group activity<br>2. Evaluating the gains<br>3. Farewell                                                                                                                                                                                                          | 1. Student's workbook<br>2. Pens                             |

#### 4.4 Studies with the Control Group

Following the pre-test application, no further research was conducted with the individuals in the control group. Following the completion of the goal setting program sessions with the study group, a post-test was administered to the control group.

#### 4.5 Data Collection Tools

As data collection tools in this study, the Goal Commitment Scale, Academic Self-Efficacy Scale, Academic Procrastination Scale, and Personal Information Form were used.

The Goal Commitment Scale, developed as 9 items by Hollenbeck, Williams, and Klein (1989), rearranged as 5 items by Klein, Wesson, Hollenbeck, and Wright (2001), and adapted to Turkish by Şenel and Yıldız (2016), was used to determine goal commitment. The Questionnaire for Measuring Self-Efficacy in Youths Scale is developed by Muris (2001) and adapted into Turkish by Çelikkaleli, Gündoğdu, and Kıran-Esen (2006), was used to determine competency expectations. The Academic Procrastination Scale developed by Çakıcı (2003) was used to determine the level of academic procrastination. The researcher's Personal Information Form was used to collect socio-demographic data.

#### **4.5.1 The Goal Commitment Scale**

The Goal Commitment Scale, was developed as 9 items by Hollenbeck, Williams, and Klein (1989), rearranged as 5 items by Klein, Wesson, Hollenbeck, and Wright (2001), and adapted to Turkish by Şenel and Yıldız (2016). The Goal Commitment Scale has one dimension and is a 5-point Likert scale (1 = Strongly Disagree - 5 = Strongly Agree). Items 1, 2, and 4 are considered reverse scores of the negatively worded questions. Although the scale's lowest possible score is 5 and its highest possible score is 25, a high score indicates a weak goal commitment. The reliability level of the scale was determined by the internal consistency coefficient and test-retest data. The Goal Commitment scale's internal consistency coefficient was found to be .74. The scale's test-retest reliability coefficient was found to be .92. The internal consistency coefficient was found to be .65 as a result of the data collected for this study. The adaptation study was conducted by Şenel and Yıldız (2016) using data from students who continue their undergraduate education. The measurements obtained from 158 middle school senior students are calculated by Exploratory Factor Analysis in order to assess the appropriateness of the use of this research in the middle school senior students who make up the universe of the study group. The KMO coefficient should be checked to ensure that it is consistent with the exploratory factor analysis. If the coefficient is greater than .60, it is

interpreted to be conforming to the construct validity (Büyüköztürk, 2001). The KMO coefficient for the scale made by the researcher's scale was .68, and the Bartlett's Sphericity Test value was found to be 111.609 (p 0.00). Table 5 shows the factor loads of the items on the Goal Commitment Scale.

Table 5.

*Goal Commitment Scale Item Factor Loads*

| Items                                                    |     |
|----------------------------------------------------------|-----|
| It's hard to take this goal seriously.                   | .63 |
| To be honest, I don't care if I achieve this goal or not | .65 |
| I'am strongly committed to pursuing this goal            | .76 |
| It wouldn't take much to make abandon this goal          | .58 |
| I think striving for a goal is a good thing              | .62 |

The factor loadings of the items are another factor to consider when testing the construct validity of the measurement tool to be used in research. It states that if the number of items is small, the factor loads of the items can be accepted up to 0.30, and values of 0.45 and above are suitable measurement tools (Büyüköztürk, 2001). Given the factor loads of the items on the Goal Commitment scale in Table 5, the values they take range between .62 and .76, making it a suitable scale for this study.

#### **4.5.2 Questionnaire for Measuring Self-Efficacy in Youths Scale**

The Questionnaire for Measuring Self-Efficacy in Youths Scale is developed by Muris (2001). The scale was relied on a total of 330 pupils, 190 girls and 140 boys, aged 14 to 17. The Questionnaire for Measuring Self-Efficacy in Youths Scale was established as a set of 24 items. The scale was organized into 21 items and three sub-dimensions based on the data factor analysis generated as an endpoint of the application. These subdimensions are Academic Self-Efficacy (ASE), Social Self-Efficacy (SSE), and Emotional Self-Efficacy (ESE), and they have a Likert scale of 1 to 5 (1 = Never, 5 = Always). According to the factor analysis performed for

the validity of the scale, one item from the ASE sub dimension, one item from the SSE sub dimension, and one item from the ESE sub dimension were excluded and the scale is arranged resulting in a total of 21 items. The inner consistency score of the scale's sub-dimensions was computed as .88 and the internal consistency coefficients of the sub-dimensions of the scale were determined as ASE .88, SSE .85 ve ESE .86. The lowest possible score from each sub-dimension of the scale is 7, the highest possible score is 35, the lowest possible total score is 21 and the highest possible total score is 105. The Low Questionnaire for Measuring Self-Efficacy in Youths Scale score indicates that the expectation for competence is low while the high score indicates that the expectation for competence is high.

The Questionnaire for Measuring Self-Efficacy in Youths was versioned into Turkish by Ömer Çelikkaleli, Mehmet Gündoğdu and Binnaz Kıran Esen (2006). In the adaptation study, the scale was applied to 731 students their ages range of 14 to 17. Factor analysis and test-retest methods were used to determine the validity and reliability studies of the scale. Hence, in the adaptation study of Questionnaire for Measuring Self-Efficacy in Youths Scale, the 24-item version of the scale was used and according to the factor analysis, the scale was determined as 23 items and three dimensions. In this research, three subscales of the Academic Self-Efficacy (ASE) were used: academic self-efficacy (ASE), social self-efficacy (SSE) and emotional self-efficacy (ESE). The ASE subscale has a total of 8 items. The reliability of the scale was assessed using both the internal consistency coefficient and the test-retest method. The Questionnaire for Measuring Self-Efficacy in Youths Scale's internal consistency coefficient was found to be .78, and the ASE was found to be .64. The coefficient was calculated as  $r = .85$  ( $p.01$ ) in the test-retest calculation of the Questionnaire for Measuring Self-Efficacy in Youths Scale, and the ASE coefficient was calculated as .77. The Questionnaire for Measuring Self-Efficacy in Youths Scale subscale of the ASE scale was used and the internal consistency coefficient of the scale was found to be .75.

#### **4.5.3 Academic Procrastination Scale**

The Academic Procrastination Scale (APS) was developed by Çakıcı (2003). The Academic Procrastination Scale was arranged as 34 items and was applied to 849 high school and university students aged ranges 15 to 20 to complete its validity and reliability studies. The data produced as a result of the application was subjected to factor analysis, and the scale was determined to be 19 items and one sub-dimension as a consequence. The Academic Procrastination Scale demonstrated a Cronbach's alpha reliability coefficient of .92, indicating high internal consistency. The test-retest coefficient, measuring the stability of the scale over time, was found to be .89, suggesting good reliability. In the analysis conducted within the scope of this research, the internal consistency coefficient of the scale was calculated as .90, further confirming its reliability.

#### **4.5.4 Personal Information Form**

The researcher established to for the reason of to ascertain the demographic features of the participants, a personal information form is utilised. The personal information form includes the question words of participant's class of education, gender, and education status of the mother and father.

#### **4.6 Data Analysis**

The information collected from the present research was analyzed using the SPSS (version 25.00) package application. Data from the scales (Goal Commitment, Academic Self-Efficacy, and Academic Procrastination) used in the scope of the research, as well as the researcher's personal information form, were defined in the SPSS package program in a computer environment.

The sample of the study compromises two groups, one for the experiment and one for the control, with each group consisting of ten people. The percentage and frequency values of the demographic information of experimental subjects in these groups obtained from personal

information form are calculated. Nonparametric tests are used in the analysis process because it is assumed that studies with a sample size of less than 30 will not have a normal distribution (Büyüköztürk, 2001; Fraenkel & Wallen, 1996). Since the sample size for this study was also less than 30, non-parametric tests such as the Mann-Whitney U and Wilcoxon Signed Ranks tests were used in the analysis. The Mann-Whitney U test is employed to assess whether there is a statistically significant difference between two independent groups or conditions (Fraenkel & Wallen, 1996). The Mann-Whitney U test was deployed to figure out calculate the pretest scale results applied to test the homogeneity of the groups. Following the completion of the 8-session Goal-Setting Program with the study group, both groups were given a final test, and the Mann-Whitney U Test was put to use to assess the probability that there was any substantial difference in the groups. The Wilcoxon Signed-Rank Test served to quantify the baseline and final measures of the participants in the study group in order to assess the research's success. The Wilcoxon Signed-Rank Test was performed to evaluate if there was a difference in the control group's prior to and after the test measures in. Pre-test and post-test measurements were calculated with SPSS package program. The minimum value for significance was set at  $p < 0.05$ .

## CHAPTER V

### 5. RESULTS

In this chapter of the study, the pre-test and post-test results of the study and control groups were analyzed in order to determine the effect of the Goal Setting Program on the goal commitment, academic self-efficacy, and academic procrastination of middle school students. In order to examine group homogeneity, the pre-test comparisons of the study and control groups from the Goal Commitment Scale, the Academic Self-Efficacy Scale, and the Academic Procrastination Scale were analyzed with the Mann-Whitney U test below.

Because the total number of people in the treatment and control groups was less than 30, Mann-Whitney U, one of the nonparametric tests, was used for this analysis. Table 6 presents the analysis data of the groups' pre-test analyses.

Table 6.

*Mann Whitney U Analysis Results Regarding Study and Control Group Pre-test Scores*

| GCS           | N  | Average Rank | Rank Total | U    | P   |
|---------------|----|--------------|------------|------|-----|
| Study Group   | 7  | 10.5         | 73.5       | 24.5 | .3  |
| Control Group | 10 | 7.95         | 79.5       |      |     |
| ASE           | N  | Average Rank | Rank Total | U    | P   |
| Study Group   | 7  | 7.79         | 54.5       | 26.5 | .39 |
| Control Group | 10 | 9.85         | 98.5       |      |     |
| APS           | N  | Average Rank | Rank Total | U    | P   |
| Study Group   | 7  | 10.71        | 75         | 23   | .24 |
| Control Group | 10 | 7.8          | 78         |      |     |

Table 6 includes Mann-Whitney U Test analysis of data from the study and control groups' Goal Commitment, Academic Self-Efficacy, and Academic Procrastination scales. Statistically, results show that when compared between the study and control groups, there is no difference between the two groups ( $p < 0.05$ ). While forming the groups, attempts were made to achieve

gender equivalence, maternal education status, father's educational status, and socioeconomic level equivalence. The absence of a significant difference in the results obtained from the scales that constitute the other variables of the study shows that the groups are homogeneously distributed.

Following the program, a final test was implemented to both the study group which used the Goal Setting Program and the untreated control group. The points of the groups from the Goal Commitment, Academic Self-Efficacy and Academic Procrastination scales were analyzed with Mann-Whitney U Test and shown in Table 7.

Table 7.

*Mann Whitney U Analysis Results Regarding Study and Control Group Post-test Scores*

| GCS           | N  | Average Rank | Rank Total | U | P     |
|---------------|----|--------------|------------|---|-------|
| Study Group   | 7  | 14           | 98.00      | 0 | .001* |
| Control Group | 10 | 5.5          | 55.00      |   |       |
| ASE           | N  | Average Rank | Rank Total | U | P     |
| Study Group   | 7  | 14           | 98.00      | 0 | .001* |
| Control Group | 10 | 5.5          | 55.00      |   |       |
| APS           | N  | Average Rank | Rank Total | U | P     |
| Study Group   | 7  | 4            | 28.00      | 0 | .001* |
| Control Group | 10 | 12.5         | 125.00     |   |       |

\* $p < 0.05$

In the post-test analysis of the Goal Commitment, Academic Self-Efficacy and Academic Procrastination scales of the individuals in the study and control groups, a significant finding was found in terms of the study group (\* $p < 0.05$ ). This result demonstrates that the group work done with the study group for 8 weeks to improve goal setting skills was effective. It confirms the researcher's first three hypotheses.

Goal Setting, Academic Self-Efficacy, and Academic Procrastination scales were implemented to the study group as a pre-test. The same tests were applied for the posttest measurements after the eight-week Goal Setting Program was implemented. Because the

research group's population sample was less than 30, the outcomes from the before and after test measures were evaluated using the Wilcoxon signed-rank test, a non-parametric test. The findings are shown in Table 8.

Table 8.

*Wilcoxon Signed-Ranks Analysis Result Regarding Study Group Pre-test-Post-test Scores*

| GCS Post-Pre-Test | N | Average Rank | Rank Total | Z    | P     |
|-------------------|---|--------------|------------|------|-------|
| Negative Rank     | 0 | 0            | 0          | 0    |       |
| Positive Rank     | 7 | 4            | 28         | 2.37 | .018* |
| Equal             | 0 | 0            | 0          | 0    |       |
| ASE Post-Pre-Test | N | Average Rank | Rank Total | Z    | P     |
| Negative Rank     | 0 | 0            | 0          | 0    |       |
| Positive Rank     | 7 | 4            | 28         | 2.37 | .018* |
| Equal             | 0 | 0            | 0          | 0    |       |
| APS Post-Pre-Test | N | Average Rank | Rank Total | Z    | P     |
| Negative Rank     | 7 | 4            | 28         | 0    |       |
| Positive Rank     | 0 | 0            | 0          | 0    | .018* |
| Equal             | 0 | 0            | 0          | 0    |       |

$P < 0.05$

When the Wilcoxon signed-rank analysis results in Table 8 are reviewed, it is found that a significant difference was observed between the both test measurements of Goal Commitment, Academic Self-Efficacy and Academic Procrastination scales in the study group (\* $p < 0.05$ ). The findings in Table 8 confirm the research's hypotheses 4, 5, and 6. The results of the control group Wilcoxon signed-ranks test analysis are presented in the following section.

Members in the control group were given the Goal Commitment, Academic Self-Efficacy, and Academic Procrastination Scales as a prior to and following the test. No work was done with the control group between these two measurements. Because the control group consisted of less than 30 participants, Wilcoxon Signed Rank Test analysis, a nonparametric test, was utilized to identify if there was a significant difference among the pre-test and post-test levels for the Goal Commitment, Academic Self-Efficacy and Academic Procrastination Scales. Table 9 contains the final outcome of the analysis.

Table 9.

*Wilcoxon Signed-Ranks Analysis Result for Control Group Pre-test - Post-test Scores*

| GCS Post-Pre-Test | N | Average Rank | Rank Total | Z   | P   |
|-------------------|---|--------------|------------|-----|-----|
| Negative Rank     | 3 | 5.5          | 16.5       |     |     |
| Positive Rank     | 5 | 3.9          | 19.5       | .21 | .83 |
| Equal             | 2 | 0            | 0          |     |     |
| ASE Post-Pre-Test | N | Average Rank | Rank Total | Z   | P   |
| Negative Rank     | 6 | 4.83         | 29         |     |     |
| Positive Rank     | 4 | 6.5          | 26         | .15 | .87 |
| Equal             | 0 | 0            | 0          |     |     |
| APS Post-Pre-Test | N | Average Rank | Rank Total | Z   | P   |
| Negative Rank     | 5 | 3.8          | 19         |     |     |
| Positive Rank     | 5 | 7.2          | 36         | .38 | .38 |
| Equal             | 0 | 0            | 0          |     |     |

In Table 9, the pre-test and post-test discoveries for the control group show that there's not a lack of significance in both the pre-test and post-test assessments for Goal Commitment, Academic Self-Efficacy, and Academic Procrastination ( $p < 0.05$ ). This finding supports the research's 7th, 8th, and 9th hypotheses.

## CHAPTER 6

### 6. DISCUSSION

The focus of this investigation is to look at how goal-setting programs affect parameters involving goal commitment, academic self-efficacy, and academic procrastination.

In this research, demographic information was collected from the participants through a personal information form. The purpose of using a personal information form is to minimize the effect of various dimensions such as gender, family education level, and socioeconomic status as much as possible. Therefore, gender, family schooling and socio-economic status in information review and discussion area does not include any personal information.

The ramifications of group guidance are dealt with in this phase of the study on goal-setting goal commitment, academic self-efficacy, and academic procrastination variables will be discussed. The findings that support and do not support the hypotheses of the research will also be discussed. Finally, the research will be compared with other research in the literature that supports or rejects the research hypotheses.

#### 6.1 Study Group and Control Group Pre-test Analysis

In this research, data were collected from two groups, study and control groups. The research aims to measure the effectiveness of group work on goal setting. Therefore, groups were formed in which the effect of all variables other than the factor of participation in the group work could be minimized. In other words, the homogeneous distribution of the groups was emphasized. To test homogeneity, a pre-test was implemented to the treatment and control groups and the results were analyzed. Based on the data obtained, there is no meaningful difference among the treatment and control groups in relation to the variables of goal commitment, academic self-efficacy and academic procrastination. It can be interpreted that the groups are homogeneously distributed.

## **6.2 The Effect of Goal Setting Group Guidance on Goal-Commitment**

Within the scope of the research, participants (study group) and non-participants (control group) were analyzed for the goal commitment post-test application. According to the data obtained, regarding the post-test analysis of the study and control groups, there is a meaningful change in favor of the study group. In other words, as a result of the group guidance study on goal setting, the goal commitment levels of the students who participated in the group guidance increased. Hypothesis 1 of the study, can be interpreted that the hypothesis was confirmed.

Within the context of this research, the pretest and posttest data of the students in the study group were also compared. It was assumed that this analysis would support the result of the previous hypothesis. A consequence of the analysis showed a statistically significant difference in favor of the post-test between the pre-test and post-test results. Therefore, it can be interpreted that group work on goal setting increased the level of goal commitment. The 4th hypothesis of the study, was confirmed.

The last analysis related to the goal-commitment variable was the pre-test and post-test comparison of the untreatment group. The 7th hypothesis of the study was confirmed through the outcomes of the analysis. No meaningful change was detected in the pre-test and post-test results of the control group participants. This may be interpreted as no change in the level of goal commitment of the participants who did not participate in the study.

The findings of this study indicate that the goal-setting program is influential in improving the level of goal commitment. According to the program applied; it can be said that setting appropriate/accurate goals for oneself increases the level of goal commitment. This finding is also supported by the outcomes of Khan's study (2019) goal commitment research

conducted with adults. In his research, Khan (2019) subjects public health workers to a psychoeducation program on trauma. During this process, he checks the goal commitment levels of the participants. As a result, the level of goal commitment of those who completed the program increased. Basham (2020) investigates goal commitment, motivation, and goal orientation in the psychoeducation program applied to adolescents. As a result of the program, it was found that the program was useful in developing new goals and increasing goal commitment. There are limited studies on goal commitment variables in educational sciences and psychology literature. For this reason, research on goal setting was also included in the discussion. Castrillón et al (2013) and Yüce Selvi (2014) concluded in their experimental studies on goal setting that the relevant program increased the level of goal setting and achievement. However, Uçak (2019) found was not detected a significant gap in average academic achievement of the participants as a result of the goal-setting program he implemented but concluded that self-regulation skills decreased.

As a result, the goal-setting program positively affected the rank of goal commitment. However, research on goal commitment is limited in the literature. It can be said that conducting more studies (based on different age groups and different theories) with the goal commitment variable will provide comprehensive data and interpretations. In this study, the factors that increase the level of goal commitment are thought to be hope instillation and interpersonal learning. The effect of instilling hope can be recognized even before the group process begins. Because people come to the group with a desire for change (Koydemir, 2011). This situation points to the same point as the pre-session change, which is one of the principles of solution-focused therapy (Doğan, 1999). Another factor, interpersonal learning, is also related to the group being a social microcosm as defined by Yalom (1995). According to Yalom, the group is a small representation of social life and everything that one wants to change can be tried and realized here. At this point, the importance of the group is that it gives feedback to the member

about functional/non-functional emotions, thoughts, and behaviors (Yalom, 1995; Koydemir, 2011; Trotzer, 1980). In addition, the process of transferring information is also thought to positively affect goal commitment. Because in this program, a study was also conducted on the importance of goals, types of goals, and correct/appropriate goal setting. Knowledge transfer is one of the primary goals in guidance groups (Brown, 1998). Knowledge transfer in counseling groups is an issue that improves people's social skills and decision-making skills (Trotzer, 2006). In summary, it is thought that both program content and group work have positive effects on increasing the level of goal commitment.

### **6.3 The Effect of Goal-Setting Group Guidance on Academic Self-Efficacy**

In this research, there are three hypotheses about the academic self-efficacy variable. The regarding hypotheses are given first section.

The data obtained to test these hypotheses were analyzed in three different ways. At the beginning of the analysis, the post-test results of the participants in the treatment and control groups were compared. The study hypothesized that the academic self-efficacy level of the students participating in group work would increase. The related hypothesis was confirmed as a consequence of the analysis. According to the data collected, the level of academic self-efficacy differed significantly in favor of the participating groups.

The second analysis conducted with the academic self-efficacy variable to examine efficiency of group activity in the study was the comparison of the pretest and posttest of the study group participants. The analysis in which Hypothesis 5 of the research was tested revealed a statistically meaningful change in support of the post-test of academic self-efficacy. In summary, it can be interpreted that group work for goal setting increased the academic self-efficacy level of the group participants.

The last analysis in which the self-efficacy variable was examined was the pre-test and post-test analysis of the control group. Within the scope of this research, it was expected that there would be no difference in the academic self-efficacy levels of the students who were not included in the study. Conclusion of the analysis, no noticeable effect was discovered in two measurements, and Hypothesis 8 of the study was confirmed.

When the related literature was examined, limited research examining influence of the group work on the level of academic self-efficacy was found. For this reason, experimental research examining self-efficacy and its sub-dimensions were also examined. Martin et al. (2022) investigated the impact of the program named "True Goals" on academic self-efficacy and social self-efficacy. After the program, while there was no significant effect on academic self-efficacy, social self-efficacy increased. Gül (2017) examined the impact of group work on emotional self-efficacy and social anxiety. As a result of the research, while the program reduced the degree of social anxiety, no significant change was observed in the emotional self-efficacy variable. Avşar (2019), who completed a similar study with a group study focused on cognitive behavioral therapy, concluded that the program decreased social anxiety and increased self-efficacy levels. Some studies have shown that group works on the related self-efficacy type increases the levels of self-efficacy (Yılmaz Bingöl & Akın, 2018; Yılmaz, 2019; Berlanga, 2004, Sun, 2019), science self-efficacy (İsrael, 2007), mathematics self-efficacy (Abalı Öztürk, 2014), career self-efficacy (Bollman, 2009).

As a result, considering all these research data and the findings of this research, it has been observed that experimental research increased self-efficacy and its types at a positive level. Uçar (2019) concluded that the self-efficacy level decreased in his research. He stated that this situation was because the program implemented did not overlap with the participant's goal. At this point, it can be said that it is essential to set i the goals of the program with the goals of the participants in the group counseling/psychoeducation programs implemented. Goal setting,

which is the subject of this study, is thought to increase the level of academic self-efficacy. As mentioned in the previous section, providing information about goals and goal setting can be said to have a positive impact on accurate goal setting and self-efficacy levels.

#### **6.4 The Effect of Goal-Setting Group Guidance on Academic Procrastination**

The final analysis of this research was conducted with the academic procrastination variable. In the academic procrastination variable, three hypotheses were questioned as in the other two variables. First, the post-test analysis of academic procrastination in the study and control groups was conducted. The findings confirm the third hypothesis of the study. Group counseling on goal setting significantly affects the rank of academic procrastination. It can be interpreted that the academic procrastination levels of the students who participated in the group work decreased.

Secondly, the academic procrastination pre-test and post-test finding of the study group students were analyzed. According to the data obtained, the academic procrastination levels of the participants decreased. This analysis confirms the assumption, which is also the 6th hypothesis of the research.

Finally, it was tested that there was no significant difference in the academic procrastination levels of the control group participants, which was one of the expectations of the research. For this purpose, an academic procrastination pre-test and post-test analysis of the control group was conducted. As a result, there was no significant change in the academic procrastination level of the control group during the process. Hypothesis 9 of the research was confirmed.

When we look at the studies examining the level of academic procrastination, it is seen that different theories are utilized. However, there is limited research within the scope of solution-focused therapy. Tanrikulu (2021) developed a solution-focused therapy-oriented

group guidance program for his research. This program, which is planned on academic procrastination, also examines self-esteem, time management, and subjective well-being variables. The program reduces academic procrastination and improves time management and subjective well-being. Programs developed in rational-emotive behavior therapy (Kağan, 2010; Düşmez & Barut, 2016), cognitive-behavioral therapy (Toker, 2014; Wang et. Al., 2017; Kaya, 2022), reality therapy (Berber Çelik, 2014; Hajhosseini et. al., 2016; Aslan & Tunç, 2021) principles reduce academic procrastination behavior. These results support the research findings.

During the course of this program, participants realized that others were experiencing similar problems. This points to the importance of the universality factor in group work (Yalom, 1995). In group work, the individual realizes that they are not the only one who experiences negative emotions, in other words, they are not alone and can find strength in them for solutions (Koydemir, 2011). It can be said that the power the participants received from the group and the techniques of solution-focused therapy such as recognizing strengths, focusing on solutions, searching for exceptional situations, and finding what works were also effective in reducing academic procrastination behavior.

## **6.5 SUGGESTION**

In this section of the research, suggestions for the findings are presented. In the light of these findings, suggestions for future research are presented based on research and practice.

### ***6.5.1 Suggestions for Implementation***

1. Various courses/in-service training can be organized on the short-term therapy approach, which is an appropriate method for counselors working in schools.
2. All teachers can be given courses/in-service training on solution-focused approaches in group guidance/class guidance.

3. "Solution-focused short-term therapy" course can be offered as an elective course in Psychological Counseling and Guidance undergraduate education in all universities.

4. Based on the findings of this research, a group guidance program on goal setting can be implemented in schools.

#### **6.5.2 Suggestions for Research**

1. Studies on goal commitment, which is a variable of this study, are very limited in the literature. Researchers can examine goal commitment with different variables (such as academic achievement, self-esteem, self-regulation, etc.) in experimental studies.

2. Although there are many studies on self-efficacy, experimental design research on the concept of academic self-efficacy is limited. In this context, researchers can conduct experimental studies with the academic self-efficacy variable.

3. There are many experimental design studies on academic procrastination. However, more research can be conducted on the basis of a solution-oriented approach.

4. In this study, 8th-grade middle school students were used. Related variables can be tested on different age groups.

5. In this study, only the study and control groups were included. The related program can also be tested with a placebo group.

6. This study did not include a follow-up session and measurement. The follow-up study data can also be examined by applying the related program.

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## APPENDICES

### Appenix-1

#### Kişisel Bilgi Formu

Sevgili arkadaşlar, aşağıda sizinle ilgili maddeler yer almaktadır. Vereceğiniz yanıtlar gizli tutulacak ve çalışma dışında asla kullanılmayacaktır. Lütfen her bir ifade için, sizin için en uygun seçeneği işaretleyin. Seçeneklerin doğru ya da yanlış bir cevabı yoktur. Sizi en iyi yansıtan seçenek, doğru seçenektir. Vereceğiniz yanıtların samimiyeti çalışmanın geçerliliğini artıracaktır. Özeniniz ve katılımınız için teşekkürler.

Ezgi SANCAK  
Yeditepe Üniversitesi  
PDR Yüksek Lisans Öğrencisi

İsim-Soyisim:

Sınıf:

Cinsiyet:

Anne Eğitim Durumu: a. İlkokul ( ) b. Orta Okul ( ) c. Lise ( ) d. Üniversite ( )

Baba Eğitim Durumu: a. İlkokul ( ) b. Orta Okul ( ) c. Lise ( ) d. Üniversite ( )

#### Hedef Bağlılığı Ölçeği

|                                                                              | Kesinlikle Katılmıyorum |   |   |   | Kesinlikle Katılıyorum |
|------------------------------------------------------------------------------|-------------------------|---|---|---|------------------------|
| 1. Bir görevi ciddiye almak benim için zor.                                  | 1                       | 2 | 3 | 4 | 5                      |
| 2. Doğrusunu söylemek gerekirse, bir hedefe ulaşip ulaşmamak umurumda değil. | 1                       | 2 | 3 | 4 | 5                      |
| 3. Bir hedefin peşinden gitmeye güçlü bir şekilde bağlıyım.                  | 1                       | 2 | 3 | 4 | 5                      |
| 4. Bir hedeften vazgeçmem çok uzun sürmezdi.                                 | 1                       | 2 | 3 | 4 | 5                      |
| 5. Bence bir hedef için çabalamak iyi bir şeydir.                            | 1                       | 2 | 3 | 4 | 5                      |

1, 2 ve 4 numaralı maddeler ters puanlanmaktadır. Ölçekten alınan yüksek puan herhangi bir hedefe olan bağlılığın da yüksek olduğunu ifade etmektedir.

## Appendix-2

## EYBÖ

Sevgili öğrenciler, aşağıda günlük hayatınızda karşılaşılabileceğiniz durumlar ile ilgili ifadeler vardır. Sizlerden bu durumlarda kendinize olan güveninizi derecelendirmeniz rica edilmektedir. Lütfen, **şu anda kendinize olan güveninizi düşünerek ( X )** biçiminde işaretlemelerinizi yapınız.

Lütfen *hiçbir maddeyi boş bırakmayınız*. Bu araştırmaya katıldığınız için teşekkür ederiz.

|     |                                                                                                 | Hiçbir zaman | Nadiren | Bazen | Genellikle | Her zaman |
|-----|-------------------------------------------------------------------------------------------------|--------------|---------|-------|------------|-----------|
| 1.  | Bir ödevimi yapmakta zorlandığımda öğretmenlerimden yardım alabilirim.                          | 1            | 2       | 3     | 4          | 5         |
| 2.  | Arkadaşlarım fikirlerimi paylaşmasa bile düşüncelerimi rahatça ifade edebilirim.                | 1            | 2       | 3     | 4          | 5         |
| 3.  | Hoş olmayan bir olay olduğunda kendi kendimi tekrar neşelendirebilirim.                         | 1            | 2       | 3     | 4          | 5         |
| 4.  | Yapacak başka ilgi çekici şeyler olsa bile ders çalışabilirim.                                  | 1            | 2       | 3     | 4          | 5         |
| 5.  | Çok korktuğum bir durumda yeniden neşelenebilirim.                                              | 1            | 2       | 3     | 4          | 5         |
| 6.  | Başkalarıyla kolayca arkadaş olabilirim.                                                        | 1            | 2       | 3     | 4          | 5         |
| 7.  | Sınavlara yeterince hazırlanabilirim.                                                           | 1            | 2       | 3     | 4          | 5         |
| 8.  | Tanımadığım biriyle kolayca sohbet edebilirim.                                                  | 1            | 2       | 3     | 4          | 5         |
| 9.  | Öfkeli olduğumda kendimi kontrol edebilirim.                                                    | 1            | 2       | 3     | 4          | 5         |
| 10. | Bütün ödevlerimi zamanında (günü gününe) yapabilirim.                                           | 1            | 2       | 3     | 4          | 5         |
| 11. | Sınıf arkadaşlarımla uyum içinde çalışabilirim.                                                 | 1            | 2       | 3     | 4          | 5         |
| 12. | Duygularımı (örn: öfke, stres, neşe vb.) kontrol edebilirim.                                    | 1            | 2       | 3     | 4          | 5         |
| 13. | Hoşlanmadığım dersleri bile dikkatle dinleyebilirim.                                            | 1            | 2       | 3     | 4          | 5         |
| 14. | Başkaları hoşlanmadığım bir şeyler yaptığında bunu onlara söyleyebilirim.                       | 1            | 2       | 3     | 4          | 5         |
| 15. | Kendimi kötü hissettiğimde moralimi düzeltecek bir şeyler bulabilirim.                          | 1            | 2       | 3     | 4          | 5         |
| 16. | Okuldaki bütün konuları eksiksiz bir biçimde (başarıyla) öğrenebilirim.                         | 1            | 2       | 3     | 4          | 5         |
| 17. | Bir arkadaş grubuna eğlenceli veya komik bir şeyler (fıkra, anı vb. ) anlatabilirim.            | 1            | 2       | 3     | 4          | 5         |
| 18. | Kendimi iyi hissettiğimi herhangi bir arkadaşuma söyleyebilirim.                                | 1            | 2       | 3     | 4          | 5         |
| 19. | Okuldaki başarımla ailemi hoşnut/mutlu edebilirim.                                              | 1            | 2       | 3     | 4          | 5         |
| 20. | Uzun süreli arkadaşlıklar kurabilirim.                                                          | 1            | 2       | 3     | 4          | 5         |
| 21. | Hoş olmayan düşüncelerimi (başarısızlık, kendine veya başkasına zarar vb. ) kontrol edebilirim. | 1            | 2       | 3     | 4          | 5         |
| 22. | Hazırladığım bütün sınavlarda başarılı olabilirim.                                              | 1            | 2       | 3     | 4          | 5         |
| 23. | Diğer çocuklar sataşsa bile kavga çıkmasını engelleyebilirim.                                   | 1            | 2       | 3     | 4          | 5         |

## Appendix-3

145

## EK- 6

## AKADEMİK ERTELEME ÖLÇEĞİ (AEÖ)

Bu ölçeğin amacı sizin ders çalışma alışkanlıklarınızı belirlemektir. Aşağıda bazı ifadeler verilmiştir. Lütfen her ifadeyi dikkatle okuyup sizi ne kadar tanımladığını aşağıdaki ölçekten yararlanarak maddelerin yanındaki sayıların üzerine (X) işareti koyarak belirleyiniz.

| Beni hiç yansıtmıyor | Beni çok az yansıtıyor                                                                                                  | Beni biraz yansıtıyor | Beni çoğunlukla yansıtıyor | Beni tamamen yansıtıyor |
|----------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------|-------------------------|
| 1                    | 2                                                                                                                       | 3                     | 4                          | 5                       |
| 1                    | Derslerimi düzenli olarak çalışırım                                                                                     |                       |                            | ① ② ③ ④ ⑤               |
| 2                    | Ödevlerimi/projelerimi genellikle son belirlenen tarihte yetiştiririm                                                   |                       |                            | ① ② ③ ④ ⑤               |
| 3                    | Daha keyifli şeyler yapmak için ders çalışmayı erken bırakırım                                                          |                       |                            | ① ② ③ ④ ⑤               |
| 4                    | Sınavlardan önce konuları tekrar etmeye zamanım kalır                                                                   |                       |                            | ① ② ③ ④ ⑤               |
| 5                    | Ne zaman dersin başına otursam aklıma yapmam gereken başka işler gelir                                                  |                       |                            | ① ② ③ ④ ⑤               |
| 6                    | Önemli olsalar bile sınavlara çalışmayı gereksiz yere son güne bırakırım                                                |                       |                            | ① ② ③ ④ ⑤               |
| 7                    | Derslere hazırlanarak gelirim                                                                                           |                       |                            | ① ② ③ ④ ⑤               |
| 8                    | Sıkıcı derslere çalışmayı son ana bırakırım                                                                             |                       |                            | ① ② ③ ④ ⑤               |
| 9                    | Herhangi bir dersle ilgili verilen okumaları derse okumuş olarak gelirim                                                |                       |                            | ① ② ③ ④ ⑤               |
| 10                   | Ders çalışırken bir şey yapmak, birisiyle konuşmak, çay ya da kahve içmek vb. için sık sık ara veririm                  |                       |                            | ① ② ③ ④ ⑤               |
| 11                   | Ödevlerimi/projelerimi zamanında teslim ederim                                                                          |                       |                            | ① ② ③ ④ ⑤               |
| 12                   | Tarihi önceden bildirilmiş olsa bile sınav günü yaklaştığında önceliği olmayan başka işlerle uğraştığım olur.           |                       |                            | ① ② ③ ④ ⑤               |
| 13                   | Kendime bir ders çalışma programı hazırlamışsam ona uyarım                                                              |                       |                            | ① ② ③ ④ ⑤               |
| 14                   | Önemli derslere çalışmayı bile son güne bırakırım.                                                                      |                       |                            | ① ② ③ ④ ⑤               |
| 15                   | Çalışmayı son güne bıraktığım için başansız olduğum derslerim olur.                                                     |                       |                            | ① ② ③ ④ ⑤               |
| 16                   | Ödevlerimi/projelerimi zamanında yetiştiremem                                                                           |                       |                            | ① ② ③ ④ ⑤               |
| 17                   | Bir sınavdan önce sınavla ilgili konuları her yönüyle çalışmış olurum                                                   |                       |                            | ① ② ③ ④ ⑤               |
| 18                   | Ödevlerimi/projelerimi yapmayı önemsiz gerekçelerle son güne bırakırım                                                  |                       |                            | ① ② ③ ④ ⑤               |
| 19                   | Ben derslerimi çalışmayı son ana bırakan ancak bir daha ki sefere çalışmaya zamanında başlayacağım diyen bir öğrenciyim |                       |                            | ① ② ③ ④ ⑤               |

## Appenix-4

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