

Comparison of the Effectiveness of Positive Parenting Group Training and Effective Communication Skills with the Spouse on Procrastination and Academic Motivation in male Male Students

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Introduction

The advancement of science and the expansion of the range of different sciences make the necessity of obtaining more and more lasting information in a shorter time inevitable. Therefore, one of the tasks of education specialists is to identify appropriate methods for faster and better learning of students and optimal use of learners' limited teaching time. Education specialists also have to identify the factors influencing students' academic success. Naturally, the role of parents in this field is very influential and important. The more capable parents are in communicating with each other and their children, the better they will be able to identify and resolve issues and problems in their children's education.

Method

The research method was quasi-experimental: pre-test, post-test, and follow-up with two experimental and control groups. The statistical population included all parents of male first-year high school students in Farsan who were available by sampling method (20 people in the group of positive parenting education, 20 people in the group of effective communication skills with spouse, 20 people in the control group) were chosen. The two experimental groups were presented with positive parenting training and effective communication skills training in 8 sessions. Measurement tools

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included the Solomon and Roth Bloom (1984) Academic Procrastination Questionnaire and the Harter (1981) Academic Motivation Questionnaire. To analyze the data, statistical methods of repeated measures analysis of variance were used.

Results

The results showed that there was a significant difference between the effectiveness of positive parenting group training and effective communication skills with spouse on the average grades of academic procrastination and academic self-efficacy of male students in two stages of post-test and follow-up test. Therefore, it can be said that the effect of positive parenting group training and effective communication skills with the spouse on academic procrastination and students' academic motivation was the same and there was no statistically significant difference between the two educational methods. Content that uses positive parenting education and effective communication skills with the spouse is used by the researcher due to many similarities such as effective verbal and non-verbal communication, positive relationships with spouse and children, love, empathy, and empathy between family members. Family ties should be abolished, and children should be more motivated to study. Therefore, no significant difference was observed between the effectiveness of the two educational methods.

Conclusion

The advancement of science and the expansion of the range of different sciences make the necessity of obtaining more and more lasting information in a shorter time inevitable. Therefore, one of the tasks of education specialists is to identify appropriate methods for faster and better learning of students and optimal use of learners' limited teaching time. Education specialists also have to identify the factors influencing students' academic success.

Keywords: Academic motivation, Academic procrastination, Communication skills training, Positive parenting education, Students

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