

The Effectiveness of Integrated Intervention based on Motivational Interview and Metacognitive Skills on Academic Procrastination, Academic Resilience and Motivation for Academic Achievement in Students with a History of Truancy

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Introduction

Today, paying attention to the psychological, social, and educational status of students and supporting their growth and prosperity, is an important and fundamental issue in the field of education. Therefore, discovering and studying effective variables in the field of students' problems and difficulties, in addition to gaining knowledge, can be a beacon for better-solving students' problems and the development of the educational system. School truancy is a problem that causes a decline in academic performance and an increase in the number of years of study for a large number of students every year and is considered an obstacle to their potential growth. Abandonment is not only an educational issue but also an important social problem that, in addition to its social and economic consequences, also has psychological consequences and can be a preface to adolescents' crime. The aim of this study was to investigate the effectiveness of an integrated intervention based on motivational interview and metacognitive skills on academic procrastination, academic resilience, and motivation for academic achievement in students with a history of Truancy of school.

Method

The method of the present study was quasi-experimental with a pre-test-post-test design and quarterly follow-up with two experimental and control

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groups. The statistical population of the study included all male high school students with a history of truancy in Isfahan City. 30 students were selected by simple random sampling and replaced in experimental and control groups. Participants completed the Solomon and Roth Bloom Academic Procrastination Questionnaire, the Samoise Academic Equality Questionnaire, and the Hermans Academic Achievement Inventory Questionnaire. Data were analyzed using multivariate analysis of covariance (MANCOVA).

Results

After adjusting the pretest, F calculated in all components of the research, there is a significant difference between the experimental and control groups in the two stages of posttest and follow-up (sig <0.05). As a result, the intervention in the experimental group was effective. Eta squared is between 0.23 and 0.65, which indicates the desirability of the intervention. The mean test scores in the post-test stage in academic procrastination (score) of its subscales are significantly reduced (sig <0.05). The mean scores of the experiment in academic resilience (total score) of its subscales have increased (sig <0.05) and the average scores of the experimental group in motivation for academic achievement. Academic) (sig <0.05). The results showed that the integrated intervention based on motivational interview and metacognitive skills reduced academic procrastination and increased resilience and academic achievement motivation of students with a history of truancy in school.

Conclusion

The present study showed that the combination of two interventions of motivational interview and metacognitive skills has a favorable effect.

Keywords: Academic achievement motivation, Academic procrastination, Academic resilience, Integrated intervention, Truancy

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