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EDITORIAL

Dear researchers,

We are happy to share the twelfth issue of Academy Journal of Educational Sciences (ACJES) with you. We would like to thank the members of the editorial board, advisors, writers and referees who have contributed to the publication of ACJES.

Hope to see you again in the next issues...

On behalf of ACJES Editor Dr. Abdullah KALDIRIM

ACJES

Relationships between Learners' Communication Styles, Selfefficacy, Sympathetic Tendency, and Academic Achievement in EFL Context

Huriye YAŞAR^a, Filiz YALÇIN TILFARLIOĞLU^b

Abstract

The study aims to reveal effective variables in English as a foreign language learning achievement by focusing on the relationships among communication styles, self-efficacy, and sympathetic tendency. By doing so, learners are identified better and stakeholders are enabled to make more fruitful lesson plans. Furthermore, applying more suitable techniques is possible to facilitate or promote English learning by developing and widening the English Language Teaching area. There aren't any relationships between four styles of communication and academic achievement in English. Moreover, there is no significant relationship between academic achievement in English and self-efficacy levels (r = -.01, p > .05). No significant relationship between academic achievement in English and self-efficacy levels (r = -.01, p > .05). No significant relationship between academic achievement in English and self-efficacy levels (r = -.01, p > .05). No significant relationship between academic achievement in English and the sympathetic tendencies of participants hasn't been found (r = .06, p > .05). On the other hand, there is a positive, weak, and significant relationship between assertive behavior levels and self-efficacy levels (r = .08, p < .05). There is a statistically significant, negative, and weak relationship between passive behavior levels and self-efficacy levels (r = .01, p > .05). There is a positive, weak, and significant relationship between openly aggressive behavior levels and self-efficacy levels (r = .01, p < .05). There is a positive, weak, and significant relationship between openly aggressive behavior levels and self-efficacy levels (r = .00, p < .05). There is a positive, weak, and significant relationship between openly aggressive behavior levels and self-efficacy levels (r = .00, p < .05). There is no significant relationships between communication style levels and sympathetic tendency levels (r = .01, p > .05). There is no significant relationships between communication style levels and sympathetic tendency

Keywords: Achievement of English, Communication Styles, Self-Efficacy, Sympathetic Tendency

Introduction

One of the most outstanding aspects of today's world is global communication. In this sense, English is the key to enabling globalism because it is the Lingua Franca which means the common language of the world. After it had become a lingua franca of the world, lots of investigations have been done to teach and learn English efficiently to develop the quality of the classes. By doing so, learning English could be more effective, fruitful, motivational, and participatory for the learners. There are a lot of varieties that affect learners' success or failure in English Language Teaching as in all teaching areas. In this study, communication styles, self-efficacy, and sympathetic tendencies that were thought to affect English as a Foreign Language (EFL) academic achievement were investigated to understand and identify learners better and enhance their academic success in EFL classrooms. In addition to this, varieties were associated with each other to develop the educational field.

Communication Styles

Communication cannot be thought of separately from English language learning and teaching because the main aim of learning a new language is to understand messages from the target language whatever the source of

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motivation is. Communication is indispensable for language education because language is used for communication. Communication styles are good directors of the context because they reflect the behavior of the communicators. It is a way of understanding an individual's typical behavioristic nature during communication in a plenary way. De Vries et al. (2009) set forth communication style as the individuals' significant features, while sending messages in verbal, nonverbal, and para-verbal ways and focused on the effects of styles in communication because reflections of those styles can reveal who is the individual, whom he/she wishes to be, what the relationship between communicators is, and what interpretation is needed to be made while interacting (De Vries et al., 2009). Interactions of individuals are pointed out as observable communicative acts or manners that can reveal in the communication process. In intrapersonal communication, styles may not be defined clearly because they may not be observable all the time. The truth or trust is an open debate while communicating intrapersonally. HRDQ (2004) subsumed communication styles under four behaviors; assertive, passive, concealed aggressive, and openly aggressive. Those types are determined based on the openness of communication and consideration for others.

Assertive behavior

Assertiveness in the communicative perspective can be seen as the ideal form of healthy interaction. It is to look out for others' rights not neglect one's rights (Pipas & Jaradat, 2010). Lazarus (1973) defines assertive behavior as being able to refuse others' when needed, making and answering suggestions, and starting, continuing, and ending communication. The ones who have an assertive style tend to be more open to questioning, taking, and sharing ideas from other individuals (Jusriati et al., 2020). From this perspective, it can be said that they are more cooperative to engage in building healthy communication because equal rights are admitted in communication thanks to reciprocative understanding and respect. It is the ability of what, when, and how to speak in an interpersonal relationship by making no concessions to own rights, and while behaving so, it is important to not poach others' rights; in other words, humiliating, offending, and disrespecting are avoided.

Passive behavior

In passive behavior, the individual doesn't want to change or affect anything. No development in a relationship is unforeseen or unwanted. Passive style is associated with being silent to be contravened by others in communication (Jusriati et al., 2020). The individuals don't admit they are the agents in social interactions. Openness is low but consideration for others is high, so the individual's view is not important and they are not worth communicating according to the individual themselves. Those individuals who have passive behaviors tend to apologize and stop during their speech trials (Jusriati et al., 2020). The reason behind this is the feeling of being inadequate and having self-opinions neglected, while others' thoughts are driven forward (HRDQ, 2009). Those individuals are open to being easily manipulated because they don't direct their communication.

Concealed Aggressive Behavior

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This style is also known as passive-aggressive. Both openness in communication and consideration for others are low. It means they don't want to change the situation but they don't share their opinions with other individuals. Instead of telling or explaining the situation disturbed, this style seems it is a kind of war to be won secretly. Insulting doesn't occur in front of individuals but the situation is established to supply humiliation of others. This style includes a kind of revenge for others' thoughts insidiously (HRDQ, 2009). Typical behaviors are non-communicating, even if there is a problem, avoiding communication when being angry, and procrastinating (Harrn, 2011). The concealed aggressive style stands no authority, teachers should be also careful about concealed aggressive learners as the teacher is a source of authority in the learning environment (Rabkin, 1965). Those types of learners should enhance their sense of healthy communication.

Openly aggressive behavior

It is a self-praise behavior as consideration for others is low but openness in communication is high. Aggressive-style individuals initially think of their requirements and requests in addition to confidence in their communication (Jusriati et al., 2020). An individual who has an aggressive style wants to be frontier and tries to exact others to be seen (Pânişoară et al., 2015). They must be the focal point in the communication as their opinions and reactions are more important than others. The main aim is not to change own ideas and beliefs; on the other hand, respect is expected from others neglecting them. This behavior reflects a kind of egotism itself because other individuals' ideas or feelings are disrespected, but their own beliefs and emotions are seen as so notable and worth sharing. It is not acceptable behavior in society because this style may be insulting, and sometimes, can be seen as brutal by other individuals around. The denial of other individuals' rights may cause a conflict in communication. Patronizing is so typical. The individual with that style aims to impose ideas by force. Self-perfectionism causes other individuals' opinions to be disrespected and humiliated and those behaviors are implemented directly because it is generally aimed to change other individuals' opinions.

Self-efficacy

According to Bandura (1997)'s basic definition, self-efficacy is one's beliefs about a variety of skills to achieve or make an action for required success. Self-efficacy is regarded as a belief to reveal certain performance levels. Individuals' ways of feeling, thinking, motivation, and behavior are affected by it (Bandura & Wessels, 1994). It is the tenet of ability or disability; in other words, it is a personal opinion about the self toward an entity. This tenet or opinion may enforce individuals to learn English or help them escape from the English language. Individuals' preferences and routes are affected by self-efficacy, and when they feel sure and competent, they go over it; on the other hand, if they don't feel so, they want to escape from it (Pajares, 1997). The selfefficacy concept is the explanation of beliefs inside a learner and it affects the way of achieving.

Sympathetic Tendency

Emotional intelligence is a sub-type of social intelligence, and it includes some cognitive abilities (Salovey & Mayer, 1990). It is a total of some sub-abilities such as the skills of reading others' feelings, controlling drives, rage, conciliation of the self, not losing hope and determination in addition to empathy, cooperation, persuasion, and building consensus abilities (Nelsen et al., 2011). As it has a social aspect, some other individuals and situations are needed to perform emotional intellection. Others' emotions and feelings are observed and they are dissociated. It can be said that learners who have emotional intelligence are taken into account by focusing on cooperation. Moreover, learner differences are emphasized in a classroom where importance is given to collaboration. According to Darwall (1998), sympathy is a reaction or response to an impediment that includes concern for another for their own sake; it is a self-regarding sense which seeks other(s); an individual feels sympathy for another when there is a danger or benefit (Darwall, 1988).



Well-being was also emphasized and seen as a crucial factor for sympathy because an individual thinks about another one's well-being when there is no doubt about an individual's well-being, so there is no need for sympathy (Darwall, 1998). In the same study, he persisted in the idea that the focus was not on well-being, it was on caring for others' wellbeing (Darwall, 1998). When an individual starts to care, then this is a sympathetic concern, and this caring occurs when there is a desire for the well-being of the other individual. It is the manner of curiosity for everything or everyone. The most basic definition of sympathy is caring for someone or something. It is the emotion towards everybody in life. It can be positive, negative, or neutral. The feelings, directly sympathy affect the way of achieving or doing something. One of the most comprehensive explanations of sympathy is the mutual emotions between two individuals (Jeffrey, 2016). and the temperament of things, events, individuals, or the world can be explained as the concept of sympathetic tendency (Çeliktürk, 2019). Arising sympathy may rise the cooperation rate by 45% rate (Batson & Ahmad, 2001). Therefore, it can be concluded that sympathy has a positive effect on collaboration and the sympathetic tendencies of learners may give an idea about cooperation. To increase cooperation among learners, sympathetic tendencies of learners may be increased at first and possible benefits for cooperation can be cultivated to develop learning in EFL classrooms. Those benefits can decrease language barriers and that means more successful language learners in EFL classrooms.

Method

The study aims to light the way for the foreign language learning process by pointing out individual differences. The present study is a quantitative study representing a statistical explanation of the phenomena by gathering mathematical data (Creswell, 1994). In quantitative research, scales are used to collect data and obtained data is presented with statistical and numerical scores (Fraenkel et al., 2012). The participants were selected according to convenience sampling, which referred to individuals who were available for the study (Fraenkel et al., 2012).

Research Design

This study was designed as a correlational study. The aim and research design should fit each other in scientific research (Cohen et al., 2002). One of the main objectives of correlational research is to understand the relationship between different variables and factors; by doing so, researchers can identify and comprehend the case (Fraenkel et al., 2012). To reveal their relationships, the researcher tried to figure out EFL learners' communication styles, self-efficacy levels, sympathetic tendencies, and academic achievement scores in English.

Study Group

The participants were students at Gaziantep High School. The total number of participants was 596; 343 of them were females (n = 343, 57.6%), and 253 of them were males (n = 253, 42.4%). The ages of the participants were 16 most frequently (n = 210, 35.2%), then 15 (n = 198, 33.2%), 14 (n = 110, 18.5%), and 17 (n = 78, 13.1%) years. According to the grade, there were 10th (n = 301, 50.5%), 9th (n = 205, 34.4%), and 11th (n = 90, 15.1%) grade students. The mean score of academic achievement in English (X) was = 80.52.

Data Collection Tools

Three scales were used to collect data from participants. They are the Communication Styles Scale, Self-Efficacy

Scale, and Sympathetic Tendency Scale. Scales were in the form of self-administered scales which were referred to as participants who could complete the questions themselves (Sukamolson, 2007). The responses to items on the scales were directly taken from the participants. There were three main advantages of those scales: being cheap, not timeconsuming for the researcher, and a chance of complete anonymity for the participants (Sukamolson, 2007). They were copied and delivered to participants, so they were quite affordable in terms of cost practicality. There was no need for extra material. In terms of time, they were practical because all scales have taken three class hours for participants. Furthermore, all classrooms completed the scales at the same given time. Time was saved for the researcher, as well. The names of the participants weren't asked; they were anonymous, yet their school numbers were asked to analyze their data properly. The researcher couldn't have a chance to find whose numbers they were.

Communication styles scale

The scale was first developed by HRDQ (2009). HRDQ is a team that is gathered for developmental purposes of social studies. The Communication Styles Scale includes forty statements in it. It is a Likert scale. There are five points in the scale and they are enranked as; 1: Never, 2: Rarely, 3: Sometimes, 4: Usually, 5: Always. The participants are asked to rate their behavioral statements. There are four different styles among those forty items. The styles are assertive, passive, openly aggressive, and concealed aggressive behavior. Each style has ten items on the scale. Turkish version of the scale was taken from Akyürek (2017)'s thesis and revealed that Cronbach's alpha internal consistency coefficient (ID) of the scale was 0.718. The current study figured out the coefficient as 0.761.

Self-efficacy scale

This scale was used as a tool to discover participants' self-efficacy levels. The Self-Efficacy Scale was created, developed, and changed by them as time passed by Jerusalem and Schwarzer (Jerusalem & Schwarzer, 1982,1992; Schwarzer & Jerusalem, 1995). Lots of adaptations to different languages were made. Turkish translation version of this scale used in the study was taken from Alpay (2010)'s study. The scale has 10 items and it is a Likert scale with four points. The points are ranked as 1: Not at all True, 2: Barely True, 3: Moderately True, 4: Exactly True. Each answer Is scored from 1 to 4 and the total score Is ranked between 10 and 40 (Schwarzer & Jerusalem, 2010). Hawa (2019) found 0.90 for the reliability coefficient of the scale. Cronbach's Alpha internal consistency coefficient (\Science Self Efficacy Scale in this study was calculated as 0.827.

Sympathetic tendency scale

Participants' sympathetic tendencies were examined by using the Sympathetic Tendency Scale. The questionnaire was developed by Çeliktürk (2019) and used in her thesis study. It is a Likert scale. There are 23 items on the scale. Each item consists of 5 points to address the frequency of item 1: Never, 2: Sometimes, 3: Often, 4: Usually, and 5: Always. The frequencies of the items are scored from 1 to 5. By doing so, a participant can get 23 scores at least while 115 scores at most. Cronbach's Alpha internal consistency coefficient (IN) was calculated as 0.905 (Çeliktürk, 2019), which was highly reliable for a questionnaire as it was very close to +1.00. In the current research, Cronbach's Alpha internal consistency coefficient (IN) of the Sympathetic Tendency Scale was calculated as 0.882.

Scale	Ν	Mean	S	Median	Min	Max	Kolmogorov Smirnov	р	Skewness	Kurtosis
Communication Styles	596	3.31	.30	3.33	2.23	4.33	.031	.200	.05	.39
Assertive	596	4.01	.52	4	2	5	.060	.000	50	-35
Passive	596	2.75	.58	2.70	1	4.60	.055	.000	.08	.06
Openly Aggressive	596	3.35	.64	3.40	1.40	6.00	.062	.000	.12	.28
Concealed Aggressive	596	3.15	.55	3.10	1.50	4.60	.054	.000	.08	09
Self_efficacy	596	31.71	4.98	32	10	40	.090	.000	73	.96
Sympathetic Tendency	596	72.46	16.15	73	23	111	.038	.040	25	17
Academic Achievement in English	596	80.52	11.41	80.50	42	100	.066	.000	32	42

Table 1. The scales' results from the normality test

 Table 2.
 Relationship between participants' academic achievement and communication styles

	Communication Styles	Assertive	Passive	Openly Aggressive	Concealed Aggressive
Academic achievement in English	04	.05	01	05	07

Data Analysis

Statistical analyses were calculated via Statistical Package for the Social Sciences (SPSS) Programme. Data input was implemented by the researcher after applying each scale. The results of the research questions were calculated thanks to the technical features of the program.

First of all, missing values and extreme values were examined in order to decide which statistical techniques to use in order to answer the research questions. It was observed that there was a missing value in the data set. The average value was assigned. It was examined whether the data showed a normal distribution or not. In order to test the normality of the data, the Kolmogorov-Smirnov test was performed, and histogram graphs, Skewness, and Kurtosis values were examined. The normality test result was demonstrated in Table 1.

According to the Kolmogorov-Smirnov test results, the scores of any variables, except communication styles, do not show normal distribution (p <.05). However, the decision is not made solely based on this test result. Skewness and Kurtosis values were also examined. Regarding the Skewness and Kurtosis values, communication styles (Skewness = .05 and Kurtosis = .39), assertive behavior (Skewness = -.50 and Kurtosis = .35), passive behavior (Skewness = .08 and Kurtosis .06), openly aggressive behavior (Skewness = .062 and Kurtosis = .28), concealed aggressive behavior (Skewness = .08 and Kurtosis = -.09), self-efficacy (Skewness = -.73 and Kurtosis = .96), sympathetic tendency (Skewness = -.25 and Kurtosis = -.17) scores revealed normal distribution. In the analysis of the data, Cronbach's Alpha internal consistency coefficient (ID) was calculated for each scale to understand their reliability. There were two variables in each question. To examine the relationship between numerical measurements, the Pearson product-moment correlation coefficient analysis was implemented.

Ethical Permission Information of the Study

In this study, all the rules stated in the Committee on Publication Ethics (COPE) were followed.

Ethics Committee Permit Information

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Etic Board that Conducts the Assessment: Gaziantep University, Graduate School of Educational Sciences, Department of Foreign Languages Teaching, English Language Teaching Program Date of Assessment Decision: 25.02.2022 Assessment Document Number: 155187

Results

Results for Research Question #1: Is there a relationship between academic achievement and communication style?

One of the aims was to reveal a possible relationship between communication styles and academic achievement in English. To answer the research question, the Pearson product-moment correlation coefficient was calculated for the correlation between achievement and communication style levels. Analysis results were given in Table 2.

Table 2 demonstrates that there is no significant relationship between the academic achievement levels of English levels of the participants and their communication styles (r =-.04, p >.05). There is no significant relationship between the academic achievement levels of English and assertive behavior levels of the participants (r = .05, p >.05). There is no significant relationship between academic achievement levels of English and passive behavior levels of the participants (r =-.01, p >.05). The relationship between academic achievement levels of English and openly aggressive behaviors of the participants isn't significant (r =-.05, p >.05). It is seen that there isn't a significant relationship between the academic achievement of English and concealed aggressive behaviors of the participants (r =-.07, p >.05).

Results for Research Question #2: Is there a relationship between academic achievement and self-efficacy?

As a purpose of the study, academic achievement and self-efficacy were tried to be associated with each other. To answer the research question, Pearson product-moment correlation coefficient was calculated for the correlation between achievement and self-efficacy levels. The results of the analysis were given in Table 3.

When Table 3 is investigated it can be seen that there is not a significant relationship between the academic achievement in English and self-efficacy of the participants (r = -.011, p > .05). Self-efficacy did not differ according to academic achievement in English. In other words, academic achievement in English did not affect self-efficacy or vice versa.



Table 3. Relationship between academic achievement and self-efficacy

	Self-efficacy
Academic achievement in English	011

Table 4. Relationship between academic achievement and sympathetic tendency

	Sympathetic Tendency
Academic achievement in English	.060

 Table 5. Relationship between communication styles, their subscales, and self-efficacy

Scale/subscale	Communication Styles	Assertive	Passive	Openly aggressive	Concealed aggressive	Self efficacy
Communication Styles		.39**	.33**	.66**	.71**	.06
Assertive			38**	.32**	07	.09*
Passive				25**	.33**	08*
Openly aggressive					.23**	.10*
Concealed passive						.01
Self_efficacy			·			

* Significant at .05 level, ** Significant at .01 level

Results for Research Question #3: Is there a relationship between academic achievement and sympathetic tendency?

Academic achievement in English and sympathetic tendency relationship was investigated in the 3rd question. To find an answer to the research question, Pearson product-moment correlation coefficient was calculated for the correlation between achievement and sympathetic tendency levels. Analysis results were given in Table 4.

When examining Table 4, it is presented that there is no significant relationship between academic achievement in English and the sympathetic tendencies of participants (r = .060, p > .05). Sympathetic tendency did not differ in terms of sympathetic tendency. It is inferred that academic achievement in English doesn't affect the sympathetic tendencies of the participants.

Results for Research Question #4: Is there a relationship between communication styles and self-efficacy?

Participants' communication styles and self-efficacy levels were tried to correlate on the 4th question. With this aim, the Pearson product-moment correlation coefficient was calculated to test the relationship between communication styles and self-efficacy. Analysis results were presented in Table 5.

According to Table 5, there is a positive and moderately significant relationship between communication styles and assertive behavior (r = .39, p < .05). As the communication style score increases, the assertive behavior score also increases. A positive and moderately significant relationship exists between communication styles and passive behavior (r = .33, p < .05). It is possible to say that there is a direct proportion between communication style and passive behavior was found between communication styles and openly aggressive behavior (r = .66, p < .05). If communication styles mean scores increase, openly aggressive behavior mean scores also increase. It is seen that a positive, strong, and

significant relationship between communication styles and concealed aggressive behavior (r = .71, p < .05). An increase becomes in concealed aggressive behavior in the case of an increase in communication styles. On the other hand, it is clear that there is no statistically significant relationship between communication styles and self-efficacy (r = .06, p > .05).

There is a negative and moderately significant relationship between assertive behavior and passive behavior (r = -.38, p < .05). As assertive behavior increases, passive behavior decreases. Assertive behavior and openly aggressive behavior have a positive and moderately significant relationship (r = .32, p < .05). The higher assertive behavior means the higher openly aggressive behavior. Nevertheless, there is no statistically significant correlation between assertive behavior and concealed aggressive behavior (r = -.07 p > .05). There is a positive, weak, and significant relationship between assertive behavior and self-efficacy (r = .09, p < .05). As assertive behavior increases, self-efficacy also increases.

It is seen that a negative and moderately significant relationship exists between passive behavior and openly aggressive behavior (r = -.38, p < .05). If passive behavior increases, openly aggressive behavior decreases. There is a positive, and moderately significant relationship between passive behavior and concealed aggressive behavior (r = .32, p < .05). The higher scores in passive behavior mean higher concealed aggressive behavior. It is obvious to see that passive behavior and self-efficacy have a negative, weak, and significant relationship (r = -.08, p < .05). As long as passive behavior becomes higher, self-efficacy becomes lower.

A positive, weak, and significant relationship exists between openly aggressive behavior and concealed aggressive behavior (r = .23, p < .05). As openly aggressive behavior increases, concealed aggressive behavior increases at the same time. It is noticed that openly aggressive behavior and self-efficacy have a positive, weak, and significant Sympathetic Tendency

Scale/subscale	Communication Styles	Assertive	Passive	Openly aggressive	Concealed aggressive	Sympathetic Tendency
Communication Styles		.39**	.33**	.66**	.71**	.01
Assertive			-38**	.32**	07	.04
Passive				25**	.33**	03
Openly_aggressive					.23**	.02
Concealed_aggressive						02
Sympathetic Tendency						
* Significant at .05 level, ** Sign	ificant at .01 level					
Table 7. Relationship be	etween self-efficacy and	d sympathetic te	endency			
Scale				Self-effica	cy Sympa	athetic Tendency
Self-efficacy						08

 Table 6. Relationship between communication style, its subscales, and sympathetic tendency

relationship (r = .10, p < .05). If the openly aggressive becomes higher, the self-efficacy also becomes higher. No significant relationship can be found between concealed aggressive behavior and self-efficacy (r = .01, p > .05).

Results for Research Question #5: Is there a relationship between communication styles and sympathetic tendencies?

Participants' communication styles and self-efficacy levels were tried to correlate on the 5th question. With this aim, the Pearson product-moment correlation coefficient was used to answer the research question to reveal possible relationships between communication styles and sympathetic tendencies. After the needed calculations, the analysis results were shown in Table 6.

When Table 6 is investigated, it can be seen that there aren't any significant relationships between communication styles and sympathetic tendency (r = .01, p > .05). It is demonstrated that no significant relationship exists between assertive behavior and sympathetic tendency (r = .04, p > .05). Between openly aggressive behavior and sympathetic tendency, no significant relationship can be found (r = .02, p > .05). It is also indicated that there is no statistically significant relationship between concealed aggressive behavior and sympathetic tendency (r = .02, p > .05).

Results for Research Question #6: Is there a relationship between self-efficacy and sympathetic tendency?

The last research question aimed to reveal whether there is a relationship between self-efficacy and the sympathetic tendency of the participants. To answer that question, the Pearson product-moment correlation coefficient was utilized to correlate variables. The finding is displayed in Table 7.

According to Table 7, there is no significant relationship between self-efficacy and sympathetic tendency (r = -.08, p > .05). It means that self-efficacy did not affect the sympathetic tendencies of the participants. Sympathetic tendency did not differ in terms of self-efficacy.

Discussion, Conclusion, and Suggestions

In Turkey's context, English is the foreign language (FL). It is a weaselly subject from 2nd to 12th grade in public school contexts. There have been many different teaching methods for English all over the world from past to present, but the purpose of the English lesson is described as to raise communicatively competent learners, and enable them to interact in FL (MoNE, 2018) seeing English as a needed tool in the global area (Kirkgöz, 2009). The learner is at the center of English classes as it is in all learning-teaching environments. Gardner (2000) gives extreme value to learners as every learner is different proposing the Multiple Intelligences Theory (Gardner, 2000). According to that theory, every learner deserves different teaching designs as their dominant intelligence types differ. Therefore, individual differences should be revealed to design suitable, fruitful, and successful classrooms answering the needs of every type of learner. The study aimed to focus on learner differences in EFL classrooms.

Akyürek (2017) found that there was no significant relationship between the academic success of EFL and communication styles and communication style didn't a predictive role in the success or failure of EFL learning. Assertiveness in the communicational aspect can be described as the most reasonable way of solving communicational problems because it enables one to express feelings, and thoughts without damaging others when it is necessary (Pipas & Jaradat, 2010). Although it is very useful on a communicational basis, there is no significant relationship between communication styles and academic achievement in English. English has a communicational purpose in EFL classrooms, but the learners' communication styles don't reflect or precurse their academic achievement in English. It should be noted that although there is not a significant relationship, male learners showed more openly aggressiveness than female ones. Therefore, male learners may have more communication-based problems in classrooms as they only want to be at the center by insulting others. It should also be kept in mind that an individual may not have only a stable communication style, they can have more, but one of those styles may be dominant; if the setting changes, the dominant communication style may give place to a non-dominant one (Jusriati et al., 2020).

Learners' first-term English scores and self-efficacy scores obtained from the self-efficacy scale were correlated. After the analysis had been done, it was seen that there wasn't a significant relationship between academic achievement in English and the self-efficacies of the learners. On the contrary, Chen (2020) found a significant and positive relationship between the performance of English selfefficacy; higher self-efficacy created higher performance

in English (Chen, 2020). Shkullaku (2013) also reported that academic achievement and self-efficacy were in a strong relationship with a positive direction (Shkullaku, 2013). Ă significant relationship between academic achievement and self-efficacy was revealed by Asakereh and Yousufi (2018) (Asakereh & Yousufi, 2018). In the study of Mahyuddien et al. (2006), there was a statistically significant and positive correlation between self-efficacy and academic achievement (Mahyuddien et al., 2006). Additionally, in terms of English language academic achievement, a positive correlation was found (Nasrollahi & Barjasteh, 2013). The predictive aspect of self-efficacy was emphasized many times, and many studies resulted in significant relationships between self-efficacy and academic achievement in English language (Asakereh & Yousofi, 2018; Bahmani, 2013; Chen, 2020; Mahyuddin et al., 2006; Nasrollahi & Barjasteh, 2013; Shkullaku, 2013). Despite these countless studies, there is no relationship between academic achievement and self-efficacy in the current study, and it can be said that the learners couldn't reflect their self-efficacy in their English performances.

The results of the current research presented conflicting results with the previous studies. The reason for that conflict may be self-efficacy. It may be affected by some crucial authorities e.g., teachers, families, etc (Mahyuddin et al., 2006). As the learners' familial situations weren't identified or observed, the teacher could be a focal point in this conflict. The teacher is a source of self-efficacy (Asakereh & Yousufi, 2018) and the learners' teachers were different, so their sources in terms of the teacher were different. Every teacher had 4 classrooms on average, and there were 6 teachers in the current research's context. Although they used the same scoring materials, tasks, and exams, their teaching style and classroom behaviors might be different. Educational interaction affects the learners' self-efficacy, so teachers could affect the self-efficacy levels of the learners (Koh & Frick, 2009). Interaction styles and their levels should be investigated because teachers might be a source of selfefficacy. Teachers are responsible for instructional interaction, so different teachers may have different interaction styles and levels. Furthermore, teachers' self-efficacy could affect learners' academic success. Mojavezi and Tamiz (2012) revealed that the teacher's self-efficacy affects learners' achievement; they concluded that higher teachers' selfefficacy positively affected learners' achievement. Therefore, the reason behind the conflicting result between selfefficacy and academic achievement in English may have arisen from teaching differences.

The research executed by Caprara et al. (2000) indirectly counts sympathy as a sub-category of prosocial behavior and there is a strong relationship between prosocial behavior (Caprara et al., 2000). Additionally, Çeliktürk (2019) revealed that if the learners are taught using games, their sympathetic tendency and academic success in English may develop as games trigger both success and sympathetic tendency. Those studies didn't try to reveal a direct relationship between English success and sympathetic tendency. In this part of the study, the researcher tried to focus on an issue that has never been investigated before. The findings have demonstrated that there is no relationship between them. The sympathetic tendency of the learners did not differ in terms of academic achievement, or vice versa.

Each style has different typical actions or reactions under different communicational situations. The findings revealed that there was a positive and meaningful relationship between assertive behavior and self-efficacy as stated by some researchers (Nikel, 2020; Parto, 2011). Passive behavior style tends to escape from both defending against and humiliating others; they are in neither action nor reaction, and they don't want to change (Johnson & Klee, 2007). The tendency to escape can be explained by self-efficacy because the findings have displayed that passive behavior style and self-efficacy have a negative and significant relationship. As it was stated in the introduction part, the ones who had lower self-efficacy did not want to face problems. The study in which only aggressiveness was investigated pointed out that the adolescents' aggressiveness and selfefficacy levels were negatively associated with each other; in other words, more aggressive behaviors could result in lower self-efficacy (Mofrad & Mehrabi, 2015). Additionally, Chen et al. (2019) stated that as aggression increased, self-efficacy decreased (Chen et al., 2019). On the other hand, the current study revealed that openly aggressive behavior and selfefficacy were positively related, but concealed aggressive behavior and self-efficacy were not significantly related. This style may hide somewhere outside, everything can look well and can be dealt with in the communication process (Harrn, 2011). It is difficult to observe that there is something wrong with communication. As their inner plans may be different, their self-efficacy may not be directly related to self-efficacy because it can vary to a great extent, unlike openly aggressive behavior. Openly aggressive behavior is open to be observed by others and can be identified outside. According to the findings, the higher self-efficacy in open aggressiveness should be taken into consideration because it tends to attack others' rights, and doing this with a high self-efficacy may be dangerous.

The variables of communication styles and sympathetic tendencies were tried to relate to each other in the fifth research question. Epstein (1980) found that assertiveness led to more sympathy when compared to passive aggressiveness or aggressiveness (Epstein, 1980). It should be noted that sympathy is to psychologically react to others' situations, and the sympathetic tendency is the probable feelings like sorrow, and pleasure after wearing the others' shoes. In short, the way how it makes one feels after sympathy is the sympathetic tendency; proclivity toward particular circumstances, individuals, or things as a result of sympathy (Çeliktürk, 2019). Every human can feel sympathy at different levels, but the tendency reactions may differ from one individual to the other one. So, the research findings should be differentiated from sympathy, although they are close but not the same. The study conducted by Woodcock and Faith (2021) revealed that teacher selfefficacy and sympathy toward learners were positively related, but there has been no relationship between the two variables among adolescents according to the results of this study (Woodcock & Faith, 2021). Sympathy and sympathetic tendency can change according to social status as situations and roles change. Additionally, self-efficacy levels cannot be stable among definite groups because their sources of selfefficacy differ in a limitless context.

The present study was conducted with high school students, but it can be applied to lower or higher levels of EFL learners to investigate and enhance their academic success in English by taking into consideration of learner differences. It should be kept in mind that different age groups can require some adaptations to the scales. Furthermore, longitudinal research can be implemented to see whether learners change their communication styles, self-efficacy levels, and sympathetic tendencies as time passes and as their FL needs change.

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Investigation of the Effectiveness of the Solution-Focused Group Counseling Program to Increase Self-Control in University Students

Mehmet Enes SAĞAR

Abstract

The purpose of this research is to examine the effectiveness of the solution-focused group counseling program aimed at increasing the selfcontrol levels of university students. The research is an experimental study with experimental-control group with pre-test, post-test and follow-up measurement design. The study group of the research, 13 of the students were randomly assigned to the experimental group and 13 to the control group. In the research, university students in the experimental group were given 6 sessions (each session is between 90-120 minutes and one day a week) of solution-focused group psychological counseling once a week. No studies were conducted on the control group. In this study, "Self-Control Scale" and "Personal Information Form" were used as data collection tools. Mann Whitney U Test and Wilcoxon Signed Rank Test were used in the analysis of the data. As a result of the research, it was determined that the solution-focused group was more effective than the control group in increasing self-control. In addition, it was determined that the solution-focused in the follow-up test performed at the end of three months.

Keywords: Solution-Focused Group Counseling, Self-Control, University Students

Introduction

It is important for individuals to regulate themselves in order to better adapt to themselves and their environment and to reach an ideal life. In this respect, self-control, which is considered as the capacity of individuals to adapt and change themselves, is one of the most remarkable issues (Baumeister et al., 2007; Duyan et al., 2012; Sağar, 2021a, 2021b).

Life offers people various alternatives at different times and expects them to make choices. The fact that people make their choices by making their decisions about alternatives can be expressed with the term self-control. Self-control is considered as temporarily extended behavioral patterns that help individuals to restrain their impulsive decisions (Rachlin, 1974, 2000). Self-control is defined as the ability to adapt one's physical and emotional reactions to standards such as moral values and social expectations, and not to act impulsively by delaying instant gratification (Baumeister et al., 1998; Baumeister et al., 2007; Rosenbaum, 1980). In other words, selfcontrol is the permanent regulation of one's feelings, thoughts and actions regarding attractive alternatives that come up with one's own efforts in line with their goals (Duckworth, 2011; Duckworth et al., 2019; Mischel et al., 1996). In general terms, self-control is the process of transforming one's emotions, thoughts and behaviors towards their goals, and it can also be expressed as the ability to ignore or change internal reactions, limit impulses or invalidate impulses (Baumeister et al.,1998; Inzlicht et al., 2014; Muraven et al., 1999; Tangney et al., 2004). In terms of healthy development of this skill, Rosenbaum (1980) states that the development of self-control consists of four processes. These processes are in the form of using one's own instructions in order to control physiological and emotional reactions,

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applying strategies for problem solving, delaying gratification for a while in order to reach high-level goals, and perceived self-efficacy. Muraven (2010) emphasizes that self-regulation performance can be improved by regular practice of small self-control actions.

People who can control their impulses by developing selfcontrol are able to move away from their inner conflicts and achieve a healthier lifestyle (For example living a healthy life instead of eating a calorie-dense dessert, taking drugs, or drinking an alcoholic beverage, to be in a family, to communicate well with relatives or friends, to work, to have a regular life) (Brown & Rachlin, 1999; Rachlin, 1995). If the person cannot control these conflicts and act consistently in accordance with their goals, they may experience negative behaviors by experiencing self-control failure. For example, these behaviors are actions such as eating foods that make you fat, spending excessive money, continuing a sedentary life or continuing to use substances instead of dieting (Fujita, 2011). In this context, self-control can help one protect and regulate oneself. In addition, Baumeister et al. (2007) emphasizes that self-control by disciplining impulses and behaviors can improve one's well-being and mental health, and that self-control is a promising way to achieve this. In this context, studies based on group counseling (Idowu et al., 2010; Kennett, 1994) and cognitive-behavioral approaches (Etscheidt, 1991; Kendall & Wilcox, 1980; Kendall & Zupan, 1981; Larkin & Thyer, 1999; Rehm et al., 1987) have been carried out so that individuals can cope with self-control failure and develop self-control.

There are studies on self-control in the literature. However, these studies were mostly carried out based on group counseling or cognitive-behavioral approaches. Therefore, it can be said that the studies on self-control in the literature are insufficient and the existing studies showing effectiveness are mostly based on the cognitive-behavioral approach. In addition to these existing studies in the literature, the effect of studies based on different counseling approaches on self-control can be investigated. In this direction, an alternative study can be conducted based on the "solutionfocused brief counseling" approach, one of the postmodern approaches. This approach was developed by pioneers such as Steve de Shazer and Insoo Kim Berg as a family counseling model in the USA in the 1980s. It pays attention to the solutions, resources, small changes, strengths, and achievements of the clients rather than their problems. It also helps them focus on the present rather than the past. In the process consisting of 4-6 sessions, it is essential to use a solution-focused language, to accept each client as the expert of their own life, and to be collaborative. The basic techniques of this approach are; formulization of first session task, pre-session change technique, scaling questions, miracle question technique, exception situations, coping questions technique, crystal ball technique (De Jong & Berg, 1998, 2008; De Shazer, 1985; De Shazer et al., 1986, De Shazer & Berg, 1997; Doğan, 1999; Gladding, 2013; Lethem, 2002; Murdock, 2012; Simon & Berg, 1997).

Self-control, which has a place in every period and every field of life, has a great importance in the university period as well. Self-control is among the important features expected from university students in order to be able to control their impulses first, then to be able to successfully fulfill their duties and responsibilities by regulating themselves, and to be more compatible with themselves and their environment. In this context, it is thought that it would be useful and important to support and encourage university students with studies to protect and increase their selfcontrol levels. In addition, it is thought that there is a need for studies based on education, psychology and psychological counseling in terms of interventions to increase the selfcontrol of university students. Therefore, it is considered very important for psychological help professions to have an effective program to support self-control. In the literature, it is seen that studies to increase self-control focus on the cognitive-behavioral approach, but self-control studies are quite inadequate. With this study, it is thought that the solution-focused group counseling approach, as an alternative to the cognitive-behavioral approach, will be effective in increasing self-control. Solution-focused counseling approach, which is one of the most appropriate intervention methods in terms of increasing and developing the self-control of university students, can enable students to realize their abilities and use them on self-control, unlike other counseling approaches. Therefore, it can contribute to producing solutions by developing a positive and optimistic perspective in providing self-control against impulsive problems. The experience is focused on the main and can enable the person to discover their talents. In this way, it can help the person to find solutions to self-control problems. In addition, it can provide a better understanding of the experiences related to self-control. In addition, it is thought that this research can contribute to the studies in the field of psychological counseling and guidance. For these reasons, this research tried to find answers to the questions about how solution-focused group counseling approach contributes to increase self-control in university students. In this direction, the aim of the research is to examine the effectiveness of the solution-focused group counseling program aimed at increasing the self-control of university students. For this purpose, the hypothesis of the research is as follows:

H1: Psychological counseling with a solution-focused group is effective in increasing the self-control levels of university students.

Method

Research Model

This research is an experimental study with experimentalcontrol group with pre-test, post-test and follow-up measurement design. The experimental design of the study is given in Table 1.

Study Group

The study group consists of 26 university students attending a state university in the Aegean Region of Turkey in the fall semester of the 2021-2022 academic year. The groups consist of 12 people (experimental group: 8 females and 5 males, control group: 7 females and 6 males). University students in the study group are between the ages of 18-

Table 1. Experimental design of the study

Group	Pre-test	Uygulama	Post-test	Follow-up test
Experimental group	Self-Control Scale	Solution-focused group counseling program (6 sessions / 1 session per week / 120 minutes)	Self-Control Scale	Self-Control Scale
Control Grubu	Self-Control Scale	No implementation has been made	Self-Control Scale	Self-Control Scale



25. These students were not clinically diagnosed, were not included in any other support program to increase self-control (individual or group counseling) and volunteered to participate in the research.

Data Collection Tools

Self-control scale - SCS

The Turkish adaptation of this scale, developed by Rosenbaum (1980) to reveal the self-control behaviors of individuals and their tendency to use these behaviors in their daily lives, was conducted by Duyan et al. (2012) carried out. This scale, which is a six-point Likert type and consists of a total of thirty-six items, consists of three dimensions: "reformative", "redressive" and "experiential". The Cronbach Alpha coefficient was determined as .75 for the "reformative" self-control sub-dimension, .72 for the "redressive" selfcontrol sub-dimension, and .83 for the "experiential" selfcontrol sub-dimension, respectively. In addition, it was calculated as .80 in the whole scale. High scores from the scale indicate that individuals have high levels of self-control (Duyan et al., 2012).

Personal information form

It is a form prepared by the researcher to ask for information about university students' gender, age and whether they have received psychological help on self-control before.

Process

In order to form the study group, students were informed about the study to be carried out by going to different departments at appropriate times. In line with the information, the "Self-Control Scale" was applied to 271 volunteer students who wanted to participate in this study. After this application, the scores of 271 university students from the scale were ranked starting from the lowest score to the highest score, and university students with low self-control scores were determined. Afterwards, preliminary interviews were conducted with the volunteer students. The students were evaluated according to the preliminary interviews and some criteria determined by the researcher. These criteria are being a university student, being a volunteer, not taking part in another support program (individual or group counseling), not having a clinical diagnosis. A pool of participants was created in line with the determined criteria. A list was created by determining a total of 26 university students (15 women and 11 men) who met the criteria determined by the researcher. These 26 university students, 13 in each group, were randomly distributed to one of the experimental and control groups. In accordance with the basic philosophy, principles and techniques of the solution-focused approach and in the context of this research, six sessions of " solutionfocused group counseling" sessions were organized for the university students in the experimental group. These sessions were carried out once a week for 90-120 minutes. The university students in the control group were allowed to continue their normal daily life and learning activities without any action. After the group sessions were completed, the "Self-Control Scale" was administered to the university students in both groups as a post-test. Three months after all studies were completed, the "Self-Control Scale" was administered to the university students in the experimental group and control group as a follow-up test. After the completion of all studies, the control group was given a twohour self-control increasing seminar within the framework of the ethical rules of the field. All these studies were completed in the fall semester of the 2021-2022 academic year.

Development of the Program and Implementation Process The general aim of this program is to increase the selfcontrol of university students by gaining a solution-focused perspective. During the development of the program, a literature review was conducted (Ateş, 2021; De Jong & Berg, 1998, 2008; De Shazer, 1985; De Shazer & Berg, 1997; Doğan, 1999; Proudlock & Wellman, 2011; Saadatzaade & Khalili, 2012; Sağar, 2021c, 2022a, 2022b; Sağar & Özabacı, 2022; Simon & Berg, 1997; Zhang et al., 2017). The program covers topics such as formulating the first session, miracle question, exceptions, scaling questions, focusing on small changes, coping questions, positive design for the future, praising clients, homework, encouraging, highlighting client strengths, focusing on solutions, setting goals.

Program After the program was designed, a preliminary application was made on the program prepared with 8 volunteer university students. With this preliminary application, the deficiencies in the program were determined. The necessary revisions were made and the program was adapted to the working group. During the program implementation, attention was paid to complete solution-focused group sessions on the specified dates and times. The content summary of the "Solution-Focused Group Counseling Program to Increase the Self-Control of University Students" developed in this research is given below.

Session I: It is a session where group members get to know each other. The aims of the sessions were introduced, and general information about solution-focused counseling approach and self-control was shared. Positive goals and rules have been tried to be determined. This session technically includes the pre-session change and formulation of the first session task. In addition, the scaling questions technique was used.

Session II: Observations and experiences of the group members about the developments in their lives related to their self-control are included. In this context, attention was drawn to the positive changes and solutions in the lives of the group members. The focus is on times when there are fewer complaints. This session technically includes the miracle question technique. In addition, the scaling questions technique was used.

Session III: Group members were enabled to find their successes, strengths and past solutions to increase their self-control. Group members were helped to find times in the past when they found a solution and coped by looking at it from different angles. Technically, this session included the technique of coping questions. In addition, the scaling questions technique was used.

Session IV: Efforts were made for group members to discover their exceptions in terms of seeing their solutions and reducing their problems. Efforts were made to formulate intervention plans. This session technically includes the exception situations technique. In addition, the scaling questions technique was used.

Session V: Group members were allowed to design and share situations in which they would have high self-control in the future. Thus, it is aimed that group members gain awareness of how they will be when their self-control is high and they cope with reaching their goals. This session includes the crystal ball technique. In addition, the scaling questions technique was used.

Session VI: It was ensured that the group members evaluated this process, which consisted of six sessions. The scaling questions technique was used in this session in terms of group members' self-evaluation and group process.



Data Collection and Analysis

Within the scope of this study, it was first examined whether the experimental group and the control group had parametric values. In this context, it was determined that the groups did not have a normal distribution. Therefore, "Mann Whitney U Test" and "Wilcoxon Signed Rank Test" were used in the analysis of the data obtained. In addition, the level of significance accepted in the study is .05 (Büyüköztürk, 2011). Within the framework of this study, some issues were taken into consideration in order to ensure external and internal validity. In order to ensure external validity in the context of this study: 1- Care was taken to select the university students in the experimental and control groups in an unbiased manner and that these groups represent the universe. 2- It was tried to prevent the university students in the research from being affected by the physical, social and psychological structure of the experimental environment. In addition, precautions were taken to keep university students away from the influence of the researcher, and the university students who participated in the research were not informed about the content of the research. 3- A two-week period was left between the pretest and the beginning of the solution-focused sessions, and a three-month period between the post-test and the followup-test, and the "measurement response interaction effect" was tried to be controlled. In addition, with the follow-up test performed three months after the post-test, the effect of the changes resulting from the time-treatment interaction on the validity of the study was tried to be determined. 4-Sufficient number of groups are provided in order to reach a good generalization about increasing self-control and to minimize the limitations of data analysis. In order to ensure internal validity in this study: 1- The same measurement tool (self-control scale) was used in all measurements (pre-test, post-test and follow-up-test) of university students in the experimental and control groups, and the factors that might threaten internal validity arising from the data collection tools were used, tried to be avoided. In addition, only the researcher carried out the application of the measurement tools in a suitable environment. 2- The groups were randomly selected in accordance with the experimental conditions. 3Attention was paid to the number of individuals in the group, and both groups consisted of thirteen university students in order not to decrease the number. 4- The purpose of the measurement tools and what they measure were not stated to the university students, and thus, care was taken to avoid expectations that might affect the research result. 5- The university students in the experimental group were told not to share the group process and group processes with other individuals other than the group members.

Ethics Committee Statement

Board Name : T.C. Afyon Kocatepe University Social and Human Sciences Scientific Research and Publication Ethics Committee Decisions Decision Date: 24.05.2021 Document Number: 23700 - DECISION 2021/247

Findings

The findings obtained in the research are presented below, respectively.

In this study, the self-control scale pre-test scores of the groups were analyzed with the Mann Whitney U Test to determine whether the experimental group and the control group were equal before the application, and the findings are presented in Table 2.

As seen in Table 2, it was found that there was no significant difference between the pre-experiment self-control sub-dimensions and the total scores of the students in the experimental and control groups (u_{experiential}=78.00; u_{reformative}=79.00; u_{reformative}=82.50; u_{self-control total}=80.00; p>.05). This finding shows that the experimental and control groups were matched groups in terms of pre-test scores. After determining the equality of the pre-test scores of the groups, whether there was a significant difference between the self-control scale post-test scores was analyzed with the Mann Whitney U Test, and the findings are presented in Table 3.

Table 2. Mann whitney u test analysis results regarding the pre-test scores of the groups

Scale	Groups	N	Mean Rank	Sum of Ranks	U	Р
Europeinstiel	Experimental Group	13	14.00	182.00	70.00	700
Experiential	Control Group	13	13.00	169.00	78.00	.738
	Experimental Group	13	13.08	170.00		
Reformative	Control Group	13	13.92	181.00	79.00	.777
De due esti ve	Experimental Group	13	13.35	173.50	00.50	210
Redressive	Control Group	13	13.65	177.50	82.50	.918
	Experimental Group	13	13.15	171.00	0	0
Self-Control Total	Control Group	13	13.85	180.00	80.00	.817

 Table 3. Mann whitney u test analysis results regarding the post-test scores of the groups

Scale	Groups	Ν	Mean Rank	Sum of Ranks	U	Ρ
Experiential	Experimental Group	13	19.35	251.50	0.50	
Experiential	Control Group	13	7.65	99.50	8.50	.000
	Experimental Group	13	19.12	248.50	11 50	
Reformative	Control Group	13	7.88	102.50	11.50	.000
Deducación	Experimental Group	13	18.19	236.50	00.50	
Redressive	Control Group	13	8.81	114.50	23.50	.002
	Experimental Group	13	19.31	251.00		
Self-Control Total	Control Group	13	7.69	100.00	9.00	.000



Scale	Groups	Negative/Positive Ranks	Ν	Mean Rank	Sum of Ranks	Z	р
		Negative Ranks	0	.00	.00		
	Experimental Group	Positive Ranks	13	7.00	91.00	-3.500	.000
Everyoptic		Ties	0				
Experiential		Negative Ranks	3	5.33	16.00		
	Control Group	Positive Ranks	7	5.57	39.00	-1.181	.238
		Ties	3				
		Negative Ranks	0	.00	.00		
Reformative	Experimental Group	Positive Ranks	13	7.00	91.,00	-3.182	.001
		Ties	0				
		Negative Ranks	4	6.50	26.00		
	Control Group	Positive Ranks	7	5.71	40.00	622	.534
		Ties	2				
		Negative Ranks	0	.00	.00		
	Experimental Group	Positive Ranks	13	7.00	91.00	-3.184	.001
Redressive		Ties	0				
Redressive		Negative Ranks	4	5.00	20.00		
	Control Group	Positive Ranks	8	7.25	58.00	-1.493	.135
		Ties	1				
		Negative Ranks	0	.00	.00		
	Experimental Group	Positive Ranks	13	7.00	91.00	-3.180	.001
		Ties	0				
Self-Control Total		Negative Ranks	5	4.00	20.00		
	Control Group	Positive Ranks	8	8.88	71.00	-1.782	.075
		Ties	0				

Table 4. Wilcoxon signed ranks test analysis results regarding pre-test and post-test scores of the groups

As seen in Table 3, it was determined that the students in the experimental group had higher self-control scale scores than the students in the control group, and the difference between the post-test scores was significant (u_{experiential}=8.50; U_{reformative}=11.50; U_{redressive}=23.50; U_{self-control total}=9.00; p<0.05). In this context, the students in the experimental group had higher self-control scale mean rank and rank total scores compared to the students in the control group. It was determined that the effect size of this determined difference was in the form of $r_{\rm experiential}$ =0.76; $r_{\rm reformative}$ =0.73; $r_{\rm redressive}$ =0.61; $r_{\rm self-control\ total}$ =0.75 and the difference had a large effect. In addition, it was determined that the total variance explained 58% for the experiential sub-dimension, 53% for the reformative subdimension, 37% for the redressive sub-dimension, and 57% for the sum of self-control scores. In addition to this analysis, Wilcoxon Signed Rank Test was applied to determine whether there was a significant difference between the pretest scores and posttest scores of the groups, and the results are presented in Table 4.

As seen in Table 4, there was no significant difference between the pretest and posttest scores of the control group ($Z_{experiental}$ =-1.181; $Z_{reformative}$ =-.622; $Z_{redressive}$ =-1.493; $Z_{self-control}$ =-1.782; p>0.05). However, it was determined that there was a significant difference between the pre-test scores of the experimental group and the post-test scores ($Z_{experiental}$ =-3.500; $Z_{reformative}$ =-3.182; $Z_{redressive}$ =-3.184; $Z_{self-control}$

total =-3.180; p<0.05). When the mean rank and total rank of the difference scores were examined, it was seen that this difference was in favor of the positive ranks and post-test score. It was determined that the effect size of this determined difference was in the form of $r_{experiential}$ =0.74; $r_{reformative}$ =0.69; $r_{redressive}$ =0.75; $r_{self-control total}$ =0.77 and the difference had a large effect. In addition, it was determined that the total variance explained 54% for the experiential sub-dimension, 48% for the regenerative sub-dimension, 56% for the restorative sub-dimension, and 59% for the sum of the self-control scores. In order to determine the permanence of this difference in favor of the experimental group, a follow-up test was performed 3 months after the post-test measurements. The data of the follow-up test were analyzed with the Mann Whitney U Test and the results are presented in Table 5.

As seen in Table 5, the self-control levels of the students in the experimental group are higher than the scores of the students in the control group, and the difference is significant (uexperiential=19.00; ureformative=15.00; uredressive=15.00; uself-control total=10.00; p<0.05). This finding shows that the difference in the post-test scores of the groups in favor of the experimental group continued in the follow-up test as well. It was determined that the effect size of this determined difference was in the form of rexperiential=0.65; rreformative=0.69; rredressive=0.70; rself-control total=0.74 and the difference had a large effect. In addition, 43% of the

Scale	Groups	Ν	Mean Rank	Sum of Ranks	U	P
	Experimental Group	13	18.54	241.00	U 19.00 15.00 15.00 10.00	.001
Experiential	Control Group	13	8.46	110.00		
Reformative	Experimental Group	13	18.85	245.00	15.00	.000
	Control Group	13	8.15	106.00		
De due e di ve	Experimental Group	13	18.85	245.00	15.00	
Rearessive	Control Group	13	8.15	106.00	15.00	.000
Reformative Redressive Self-Control Total	Experimental Group	13	19.23	250.00	10.00	
	Control Group	13	7.77	101.00	10.00	.000

Table 5. Mann whitney u test analysis results regarding the follow-up test scores of the groups

Table 4. Wilcoxon signed ranks test analysis results regarding pre-test and post-test scores of the groups

Scale	Groups	Negative/Positive Ranks	Ν	Mean Rank	Sum of Ranks	Z	р
		Negative Ranks	0	.00	.00		
	Experimental Group	Positive Ranks	1	1.00	1.00	-1.000	.317
		Ties	12				
Experiential		Negative Ranks	5	7.30	36.50		
	Control Group	Positive Ranks	8	6.81	54.50	629	.529
		Ties	0				
		Negative Ranks	7	6.93	48.50		
	Experimental Group	Positive Ranks	4	4.38	17.50	-1.393	.164
		Ties	2				
Reformative		Negative Ranks	6	5.75	34.50	·	
	Control Group	Positive Ranks	7	8.07	56.50	769	.442
		Ties	0				
		Negative Ranks	0	.00	.00		
	Experimental Group	Positive Ranks	2	1.50	3.00	-1.414	.157
		Ties	11				
Redressive		Negative Ranks	6	6.33	38.00		
	Control Group	Positive Ranks	7	7.57	53.00	525	.600
		Ties	0				
		Negative Ranks	7	7.50	52.50		
Self-Control Total	Experimental Group	Positive Ranks	5	5.10	25.50	-1.067	.286
		Ties	1				
		Negative Ranks	5	5.80	29.00		
	Control Group	Positive Ranks	8	7.75	62.00	-1.153	.249
		Ties	0				

total variance for the experiential sub-dimension; 48% for the regenerative sub-dimension; 49% for the restorative subdimension; It was determined that 56% of the total self-control scores were explained. In addition to this analysis, Wilcoxon Signed Rank Test was applied to determine whether there was a significant difference between the post-test scores of the groups and the follow-up scores, and the results are presented in Table 6. As seen in Table 6, there was no significant difference between post-test scores and follow-up test scores (Experimental Group ($Z_{experiential}$ =-1.000; $Z_{reformative}$ =-1.393; $Z_{redressive}$ =-1.414; $Z_{self-control total}$ =-1.067; p>.05; Control Group ($Z_{experiential}$ =-.629; $Z_{reformative}$ =-.769; $Z_{redressive}$ =-.525; $Z_{self-control total}$ =-1.153; p>.05). This finding shows that the increase in the self-control level of the students in the experimental group continued in the follow-up test.



Discussion

It was found that the solution-focused group counseling program was more effective on the experiential, reformative, redressive sub-dimensions of the self-control scale and the total scores of the scale compared to the control group. It was observed that the solution-focused group counseling program was more effective than the control group in increasing self-control. In addition, it was concluded that these efficacy levels continued in the follow-up measurement performed three months after the completion of the sessions. These results show that solution-focused group counseling is effective on university students' self-control scores (experimental, reformative, redressive subscales and selfcontrol scale total scores). According to the literature review on this result, studies examining the effectiveness of group counseling based on solution-focused approach on self-control were found to be insufficient. However, the result obtained from this study is consistent with the results of increasing self-control based on other counseling approaches other than solution-focused group counseling (Etscheidt, 1991; Idowu et al., 2010; Irhamna et al., 2022; Kelley et al., 2022; Kendall & Wilcox, 1980; Kendall & Zupan, 1981; Kennett, 1994; Larkin & Thyer, 1999; Rehm et al., 1987; Zeidi et al., 2020). In this context, it can be said that the participation of clients in the counseling process has a positive effect on increasing self-control.

Solution-focused counseling is an approach that directly emphasizes the solution of problems. Therefore, the solution-focused approach focuses on the client's skills and solutions rather than deficiencies or problems (De Jong & Berg, 1998, 2008; De Shazer,1985; De Shazer et al., 1986, De Shazer & Berg, 1997; Simon & Berg, 1997). In this context, it can be said that individuals can organize their lives and provide self-control in line with their skills and abilities. It can be thought that it would be beneficial for solution-focused practitioners to examine self-control, which is considered as the capacity of adapting and changing oneself in order to be more adaptable to the environment, from a theoretical and experimental point of view.

In this study, it was concluded that solution-focused group counseling is effective in increasing self-control. As a matter of fact, this result obtained from the research seems to support the finding made by Zhang, Ling, and Shi (2017) that solution-focused group counseling is effective in developing and increasing individuals' self-control levels. Continuing to review the literature, the finding that solution-focused group counselor is effective in increasing the self-control levels of individuals, made by Saadatzaade and Khalili (2012) regarding self-regulation, which is a concept close to selfcontrol, seems to be compatible with the result of this study. Similarly, in the studies conducted by Terni (2014) and Gading et al. (2021), the findings of increased self-control in individuals participating in the study based on a solution-focused approach are also consistent with the result of this study. In another study by Saidaei Gol-Sefidi and Poorseyed Aghaei (2022), it is consistent with the conclusion that solutionfocused counselor strengthens self-control. In addition, the results of the research, in which it was determined in the literature that solution-focused group counselling is effective in coping with various problems in life, are indirectly consistent with the result of this study (Ates, 2015, 2016a, 2016b, 2020; Ateş & Gençdoğan, 2017; Cepukiene et al., 2018; Javid et al., 2019; Kim et al., 2003; Ramezani & Ehteshami, 2015; Sağar, 2021c, 2022a, 2022b; Sağar & Ateş, 2023; Sağar & Ozabacı, 2022; Spilsbury, 2012). When the existing studies in the literature and the result obtained from this research are evaluated as a whole, it can be said that group counseling activities based on solution-focused approach have a positive effect on increasing the self-control of university students.

This research may have contributed to students' discoveries in obtaining positive experiences in terms of self-control and discovering methods of controlling their impulses. It may have given students the opportunity to examine their own resources and strengths in depth with a solution-focused approach. Therefore, solution-focused group counseling may have helped them learn to cope with their impulses by developing self-control. The solution-focused techniques used in the sessions may have provided the students with the opportunity to create actions that could increase their self-control and to evaluate their problems from a more positive perspective.

In conclusion, this study shows that solution-focused group counseling program is effective in increasing the self-control levels of university students. In addition to this positive result, there are some limitations in the study. This research data is limited to data obtained from university students only. In this context, similar studies can be carried out with different groups (adults, adolescents, etc.). Another limitation of this study is that the effect of group dynamics was not examined. Therefore, the effect of group dynamics can be examined in similar studies to be conducted in the future. This research is limited to a follow-up study performed six sessions and three months later. In this context, the content of the solutionfocused group counseling program developed in this research can be expanded by reframing it and adapting it to the need. In addition, longitudinal studies can be conducted to obtain more comprehensive data on increasing self-control in university students. This research is limited to only 26 university students. Future studies can be done with a larger research group. This study is limited to a program based on a solution-focused approach to increase self-control. In another study, programs based on different counseling approaches to increase self-control can be developed. The effectiveness of the prepared programs can be examined comparatively with the solution-focused approach. Studies such as training groups, seminars, guidance studies can be prepared that can increase the awareness of individuals on the subject of self-control.

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