

REVIEW THE IMPACT OF SELF-REGULATION ON PROCRASTINATION

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Abstract

The study aimed to investigate the relationship between procrastination and self-regulation in the first secondary school pupils was conducted in Meymeh and Shahinshahr. The design of this study, non-experimental designs are more accurate because the correlation of path analysis this study sought to assess the relationship between variables in a causal model. The sample consisted of teachers and high school students are the first in Meymeh and Shahinshahr with the benefit of a random sample of 365 students (185 girls and 180 boys) were selected. Procrastination and questionnaires Solomon and Ruth Bloom (1984) and self Green and Miller (2004) responded. The results showed that the model fit indices indicate a fitness model.

Keywords: academic achievement. Autoregulation. Procrastination. First Secondary.

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Introduction

An important aspect of life, failure or success in the academic field. Educational outcomes in school can affect many aspects of future success (earlier lens, 2000). One of the barriers to educational achievement and success in school is procrastination. Loosely synonymous with procrastination, hesitation, delay and delay to perform a specific task, and the cause of this phenomenon is lazy or unnecessary delay (Steele 2007).

The identification of factors affecting Procrastination is important to identify the factors because of their negative effects on mental health issues, education and prevention material costs. The most basic way to do the research necessary, adverse influences and consequences of procrastination it is empirically and theoretically in this area. The need for efficient use of capital, time and intellectual life in today's students.

Statement of Problem

Today in our society progress and achievement for families, children, students and the community is very important Academic achievement of students is one of the most important criteria in evaluating the performance of education systems In other words, the special education community to the successful development and status of the person concerned the system and all the efforts in order to achieve this effect is. In other words, society as special education growth and successful development of individual position and is interested in. And expects individual aspects in various dimensions including knowledge and gaining skill and ability and personality dimensions in, stimulation, emotional and behavioral progress so that should and To make progress and achieve excellence.

An important aspect of life, failure or success in the academic field. Outcomes of educational programs can affect many aspects of future success (Diout, lens,

2000). One of the barriers to educational achievement and success in college is procrastination. Loosely synonymous with procrastination, hesitation, delay and delay to perform a specific task, and the cause of this phenomenon is lazy or unnecessary delay (Steele 2007).

Procrastination is a psychological trait in life and among different age groups and categories can be seen. This phenomenon among learners in educational settings, is very common and harmful consequences of the low score of the course is applied to withdrawals.

In this context, several studies have been done that a few of them refer

Procrastination study showed that people tend to take more control of their own on their plan (Lai and Burns, 1991). Unlike the silt and Achvvnbrg study (1993) found that individuals procrastination, poor understanding of the end of the summer courses in summer school. While Howell et al (2006) found no relationship between procrastination and self-management education.

Milgram et al (1991) found that students with low self are more than Procrastination.

Dygdn and Howell (2008) the relationship between self-regulatory trends that lead to procrastination day and evening students will be reviewed. They have control of your schedule Rznbavm (1980) and Takmn Procrastination Scale (1991) on the use of psychology students. Results showed that the desire to work in the evening due to the delay in sleep, leading to difficulties in the self-regulation. In this regard, the results of this study showed that compared to students who prefer to work in the day Students who prefer to work in an era of self-regulation has become less and are more procrastination.

Snkal correlation study (1995), based on self-regulation of academic procrastination was investigated. Researchers, academic motivation scale and academic procrastination scale and other scales (stress, self-esteem and depression) were conducted on 498 students. Hierarchical regression analysis showed that the size of depression, self-esteem and anxiety, 14% of the variance explained academic procrastination. However, the self-regulatory variables explain 25% of these variables in academic procrastination.

According to the hypothesis under consideration is what was said

Self-regulation has a direct impact on procrastination

Research projects

The proposal of this research plan of the kind of the test and the type of solidarity more precisely is path analysis for this research is to look for measurement of body in the form of relation between a model causal.

Target population

The first high school students in 4626 subjects, of whom 2,238 are girls and 2,388 boys.

Data collection tools

Procrastination

Unnecessary delay in doing homework, procrastination say (Salvmm Ruth Blum, 1984).

Procrastination in this study were collected through questionnaires and Ruth Solomon Bloom (1984). This scale consists of 27 items measured on the Likert scale from "always" to "never" been prepared. Academic Procrastination Scale

reliability using Cronbach's alpha coefficient in a study conducted by Solomon and Ruth Bloom 0/64 reliability of this scale, the researchers were also using the internal consistency reliability coefficient obtained 0/84.

The population of students in Iran and the scale using Cronbach's alpha for the total scale reliability and validity using Kyerz- mir 0/91 Avlkyn (Kmo) is obtained in the analysis method to 0/88.

Results

Self-regulation has a direct impact on procrastination:

Table 1 Distribution of variable Procrastination

Cumulative percentage	Percent	Abundance	Amount
1.3	1.3	5	1.00
2.9	1.6	6	1.33
3.9	1.1	4	1.67
6.8	2.9	11	2.00
11.3	4.5	17	2.33
16.6	5.3	20	2.67
29.5	12.9	49	3.00
38.2	8.7	33	3.33
52.1	13.9	53	3.67
63.4	11.3	43	4.00
71.1	7.6	29	4.33
80.8	9.7	37	4.67
89.2	8.4	32	5.00
93.9	4.7	18	5.33
96.6	2.6	10	5.67
97.9	1.3	5	6.00
98.9	1.1	4	6.33
100.0	1.1	4	6.67
	100.0	365	Total

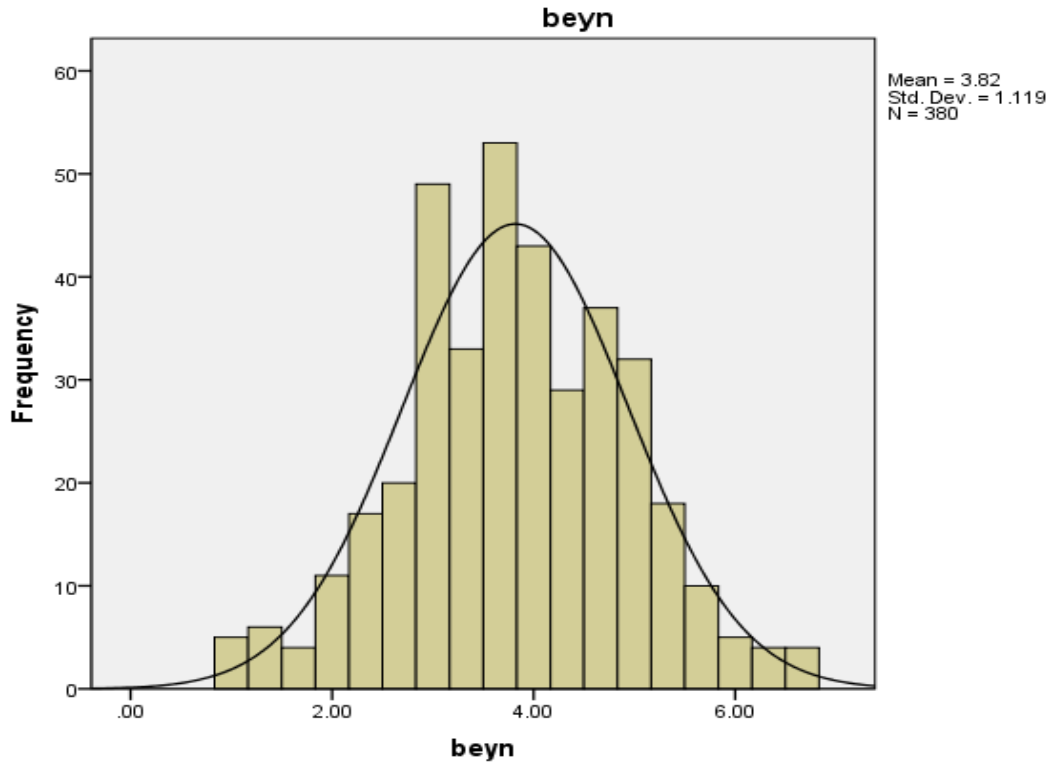


Figure 2 shows histograms of procrastination scores

Results Table 1 shows that the direct effect of procrastination at 0/01 self-regulation is significant.

Resources

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