

The Relationship between Individual Self-Regulation and Responsibility with Improving the Student' Academic Situations

Somayeh Samadi Parchin Sofla*,

The aim of this study was to investigate the relationship between individual self-regulation and accountability with improvement in academic high school students in the District 1 and 2 Education in Rasht during 95-94. The study sample included 5500 male and female students from four public high schools that have a number. Finite population Cochran formula was used to calculate the sample size which was calculated based on the number of 386 students, of which 193 boys and 193 girls were selected by simple random sampling. The data collection has been prepared through questionnaires MSLQ by Miller and Brown (1990) for variable of individual self-regulation and accountability questionnaire of Amin et al (1392) and the mean or average educational attainment of writing (end) students was also considered. In this study after the implementation of questionnaires, data collection and data analysis, statistical methods, mean, frequency, standard deviation and Pearson correlation coefficient is used to analyze the data and multivariate regression analysis was used to test research hypotheses. The results showed that responsibility with a regression coefficient of 0/979 and significant level $p=0/001$ is directly related to the academic achievement of students. Also, self-regulation by the regression coefficient of 0/095 and significant level of $p=0.001$ is directly related to the academic achievement of students. According to the results, it can be said that with the increase in group activities encourage students to take responsibility and proper training order in time for high school, their academic achievement increases.

Keywords : individual self-regulation, responsibility, academic achievement, students

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