

Relationship between narcissism and emotion regulation with test anxiety and academic motivation of students

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Abstract The aim of this study was to investigate the relationship between narcissism and emotion regulation with test anxiety and academic motivation in high school students. Descriptive research design is a correlation type. The statistical population of the study includes all high school students in Rezvanshahr region in the academic year of 96-95. Since this study uses advanced focal correlation analysis, in this analysis, the relationship between predictor and criterion variables is investigated. Using random cluster sampling, a sample size of 200 people (for each variable before Interval and criterion of 50) was ed as a statistical sample. In order to collect the data, the self-esteem personality inventory questionnaire, the Cognitive Censorship Management Questionnaire, the Test Anxiety Questionnaire (TAI) and the Hartler's Educational Motivation Questionnaire were used. For analyzing the data, the correlation analysis of simple correlations and advanced analysis of correlation The focal point (stem) was used. All statistical analysis in this study was performed using SPSS software. Analysis of data indicated that test anxiety had 36% of variance and academic motivation explained 24% of narcissistic variance and emotion regulation. Also in the second focal point of the Anxiety Test The test anxiety explains 15% of narcissism variance and emotion regulation. Results showed that there is a relationship between narcissism and emotion regulation with test anxiety and academic motivation of high school students. Key words: narcissism, emotion regulation, test anxiety, academic motivation.

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