

The role of self-control ability and Cognitive emotion regulation strategies in predicting academic procrastination in secondary school students

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Abstract Students are always exposed to academic procrastination for a variety of reasons, including the role of self-control ability and cognitive emotion regulation strategies. The purpose of this study was to determine the role of self-control ability and cognitive emotion regulation strategies in predicting academic procrastination in high school girl students. The statistical population of the study consisted of all high school female students in the second semester of Rasht city in the second semester of the academic year 2019 with approximately 2500 students. this 245 samples were ed based on Morgan table and cluster randomized cluster sampling method and Completed Solomon and Rothblum's academic procrastination (1984), Tanjani et al (2004) and cognitive emotion regulation of Gross and John (2003). Data were analyzed using Pearson correlation coefficient and stepwise regression. Results showed that Between self-control ability and total score of cognitive emotion regulation strategies and cognitive reassessment component with total academic procrastination and procrastination components in exam preparation, procrastination in preparation and assignments, and inactivity in preparation and presentation There was a significant negative relationship between the article (P

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