

The Role of Emotion Regulation, Anxiety Sensitivity, and Mindfulness in Predicting Academic Procrastination of High School Girls

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Objective: The study aimed to examine the role of emotion regulation strategies, anxiety sensitivity, and mindfulness as predictors of academic procrastination in a sample of high school girls. In addition, the mediating role of emotion regulation strategies in this relationship is investigated. **Method:** the study benefits a correlation design. Its population consisted of all girl students attending Rasht high schools in 2018, which includes over 800 girls. After determining the sample size using Morgan's table, a sample of 367 girls different academic streams was drawn using a random sampling method. The participants completed Procrastination Assessment Scale-Students (Solomon & Rothblum, 1984), Cognitive Emotion Regulation Questionnaire (Garnefski, Kraaij, & Spinhoven, 2001), Cattell Anxiety Scale (1957), and Five Facet Mindfulness Questionnaire (Baer et al., 2006). Data were analyzed using Pearson's correlation coefficient and multiple regression in SPSS18, and fitting mediation model in AMOS18. **Findings:** Correlation analysis showed that academic procrastination is significantly and inversely related to adaptive strategies for emotion regulation and mindfulness skills, but also has a significant direct correlation with maladaptive strategies for emotion regulation. Multiple regression with enter method revealed that among the adaptive strategies for emotion regulation, the Positive Reappraisal and Putting into Perspective subscales significantly predicted procrastination scores. Of maladaptive strategies, Rumination and Catastrophizing subscales were significant predictors of procrastination. anxiety sensitivity components, it was only Defective Integration of Self-Concept that was related to and predicted procrastination. Among mindfulness skills, procrastination had its strongest relation (inversely) and regression weight in relation to Act with Awareness. Structural Equation Modeling results revealed that it was only the anxiety

sensitivity and academic procrastination path that was mediated by maladaptive strategies for emotion regulation. Conclusion: cultivating the ability to control and regulate emotion, using mindfulness, and strengthening the ego can be effective in diminishing procrastination. Moreover, limiting the use of maladaptive strategies for emotion regulation may prevent the detrimental effects of anxiety sensitivity

Keywords : Keywords: emotion regulation strategies, anxiety sensitivity, mindfulness, academic procrastination

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