The metacognitive self-regulation training package on the academic procrastination components (with the moderating role of the academic self-concept)

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Abstract

The present study was aimed to determine the effectiveness of metacognitive self-regulation strategies’ training package on the educational procrastination with the moderating role of the academic self-concept among the secondary school students in Tabriz. A quasi-experimental research with pre-test and post-test control group design was used. The research sample included 60 students who were selected through multi-stage cluster sampling method after screening the students with high and low self-concepts. Then, they were assigned to four groups of 15 in two experimental groups and two control groups, randomly. Solomon and Rothblum academic procrastination questionnaire (1984) and Liu and Wang academic self-concept questionnaire (2005) were used for the data collection. In general, the results of multivariate and multi-factor covariance analysis showed that the metacognitive self-regulation strategies’ training reduced the components of academic procrastination Also, the academic self-concept had a moderating role in the relationship between the metacognitive self-regulation strategies and the academic procrastination (p≤0/01). The results revealed the importance of using the metacognitive self-regulation strategies and considering the students’ academic self-concept as the important fundamental and intervening sources for providing the background of effective education and improving the components of the academic procrastination. Therefore, through the metacognitive self-regulation strategies’ training, as well as considering the modulating role of the academic self-concept, students’ academic procrastination could be reduced.

Keywords

metacognitive self-regulation - Academic Self-Concept - Academic Procrastination

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