



Compare the effectiveness of self-regulated learning strategies and problem solving on student responsibility procrastination

*Fateme gooran¹, Dr. yahya yarahmadi^{*2}*

1. Department of Psychology, Kurdistan Science and Research branch, Islamic Azad university, Sanandaj, Iran.

2. Department of Psychology, Sanandaj branch, Islamic Azad university, Sanandaj, Iran.
(Corresponding author: Yarahmadi@gmail.com.)*

Abstract:

Students as an essential component of the education system are always the priority programs of all-round progress of the noble objectives of the organization. The aim of this study is to compare the effectiveness of self-regulation learning strategies and problem solving skills on student responsibility procrastination. The study population consisted of all high school female students in the first period the city was neglectful. Sampling according to Morgan and were randomly. This applied research and quasi-experimental pretest-posttest group. The results showed that self-regulation of learning strategies and problem solving skills in students' academic achievement and responsibility procrastination increase.

Keyword: self-regulated learning strategies, problem solving skills, students procrastination, responsibility.

Introduction:

Even though procrastination behavior has made a problem in the lives of people for centuries and the concept of procrastination has long history but only around forty years this section has been proposed in Psychology. Comprehensive research about academic procrastination that is one of the most common type of procrastination has been done only in the past twenty years. (Kagan) Among the problems that people and especially students deal with it is their procrastination or problem in academic achievement. Typical ways of those who have low academic achievement is being lazy at the beginning of doing homework and then are forced to work hard to fulfill it. Shunk has used the concept of academic achievement for many aspects of student progress. According to his view the academic achievement affects student activity options. According to the importance of student achievement in all aspects of life in particular, career and work, there are numerous ways to improve it. Self-regulated learning strategies and problem-solving skills are ways to improve academic performance. Self-regulation refers to a systematic effort to direct the individual's thoughts, feelings, and actions taken to achieve individual goals. Behavioral self-regulation skills facilitate the goal orientation and cause a person to delay short-term pleasures to achieve long-term goals (1) Lark and colleagues (2) recommend treatment of problem solving because it's short-term and effective and referred to can easily learn it and also because it does not have a harmful effect and directly attention to the problems. Procrastination and laziness stand in self-deception, escape responsibility that the main output is the person with boredom, know and blame someone or something as caused their grief, don't accept responsibility in result will avoid from feel of being good and the responsibility that comes with success. Forasmuch as one of the goals of teaching Learning Strategies is helping learners to prepare and build a more effective learning environment, lax students with learning these strategies become aware of their emotional nature and manage emotions and ultimately their daily affairs, especially in academic performance and using the power of thought means conscious decision to recognize and accurately perform tasks. When the responsibility is individual the result related to personal and private life and in social responsibility its benefits related to social and public. As well as the commitment and responsibility that a person has towards himself (believes, values, job and family responsibilities) (3) and

responsibility is a Internal commitment to do perfectly all activity that He has been responsible. Therefore according to the above cases in this study we will consider is there a difference between the impact of self-regulated learning strategies and problem-solving skills on responsibility of lax students?

This research in terms of goal is a practical research and in terms of performance is a semi-pilot with pretest and after the test Statistical Society: as regards in Divandareh city there are just two girls highschool the questionnaire was given to all of them with population of 340 students and as result 70 students with score of 80 were known as lax student.

Sampling method: in this research Morgan table was used to determine the sample size. Accordint to this table the size of sample is 59 people. Which beacause we need to matched the number of subject with classes the size is considered 60 people.

Research tools

Responsibility Questionnaire

In order to evaluate the level of students' responsibility the young responsibility researcher-made questionnaire is used that include 50 questions, that these questions evaluate 7 factors such as Self-management, discipline, legality, trustworthiness, conscientiousness, organized and achievement-oriented. In final calculation from the internal consistency method Cronbach's alpha coefficients for the entire questionnaire was estimated 94% befor rotation and after that it was estimated 91%. The correlation coefficient for 7 factors respectively of the first to seventh are: first factor: 78%, second factor: 86%, third factor: 80%, fourth factor: 55%, fifth: 53%, sixth: 60%, seventh: 86%. Also reliability that comes from retest method in factors was: first factor: 86%, second factor: 94%, third factor: 94%, fourth factor: 85%, fifth: 81%, sixth: 92%, seventh: 80% that all show an appropriate result. validity was studied by two content-related validity and construct validity. In this research experts in the field of psychology and middle school student's ideas were used for content-related validity. Data obtained from research was analyzed by using principal components factor analysis and varimax rotation. The result showed the test consists of seven factors and shares questions (The correlation of each question with the concept of the test that is responsibility) were between 0.48 and 0.78 and most of them have been high

Treatment

Training session's treatment protocol

Table1: Summary of self-regulation training sessions

sessions	Topic of session	Brief Description
First session	Referrals and explain the objectives	Pre-test (accountability)
Second session	self-assessment	It is expected that students receive Correct Understanding of the meaning of self-assessment and in addition to identifying the strengths and weaknesses by using focus and calculate its past behavior and comparing with expected levels do actions to improve their performance
third session	Targeting and planning	Students become Familiar with Features of a good targeting (Bright, clear, time-bound, measurable and positive in terms) increasing the likelihood of reaching the target by Planning activities, focusing on priority objectives and avoid distractions
fourth session	Organize and transfer information	Students become Familiar with the efficiency of daily work, Prioritized according to need, Planning with scientific methods
fifth session	Find information and records and notes	Students become Familiar with different type of shorthand , noting

sixth session	Self-outcome	Learning how to determine reward and punishment for their successes and failures
seventh session	Regulatory environment	Students become familiar with prevention the disorder and disturbance, Its current situation analysis also mastering the external environment and available resources
Eighth session	Self-Effectiveness	increasing the ability of students to tackle challenging issues Commitment to activities and interests Overcoming feelings of hopelessness and despair,
ninth session	The right way of study	Student become familiar with Scientific methods of study and increasing the Quantitative and qualitative efficiency of study
Tenth session	Help from peers, teachers and adults	Students become familiar with utilizing the synergy methods that help to academic achievement
Eleventh session	Time Management	Student become familiar with Priorities in life, Improve the timing and duration of the operation of Time, Understand the value of time
Twelfth	Closing	Holding after the test

Derived from Pintrich and De Groot's pattern (4)

Table 2: problem-solving training sessions Structure

Session structure	Brief Description
1. Referrals	Explain the objectives, accountability pre-test,
2. Diagnosis situation	The first step is the accurate representation issue
3. Define and formulate the problem	Should help people to express their Goals and issues precise objectives and have your issues
4. Create alternate solutions	Teaching brainstorming method
5. Make decision	Training strategies identified in the previous step and choose a strategy
6. Proof	Compare what has been achieved with what we had hoped

Derived from D – zurilla & gold fried's pattern 1971

data analysis method:

Descriptive Statistics included (the mean and standard deviation) were used to analyze the data and main variables in this study and in inferential statistics the Dependent t-test and analysis of covariance were used.

Indicators		mean	The standard deviation	
Self-regulatory	Accountability	Pretest	153/1	17/981
		After the test	197/8	25/438

Problem Solving Indicators	Accountability mean	Pretest	160/76	22/925
		After the test	178/26	23/096

Table no 3 shows Accountability in pretest compared to post-test in both medhods methods has increased.

ANOVA (Analysis of Variance) was used for the research hypothesis that it is necessary to examin the default for this test befor implementing it.

Table (4): Levene’s test

F	Df1	Df2	Sig
3/759	1	58	0/120

The first assumption for using analysis of variance is equality and homogeneity of variance. The Levene's test was used for this.

Table (5): Homogeneity of regression slopesta

Sources Change	Sum of squares	Degrees of freedom DF	Mean Square	F	The level significance Sig
Group*pretest	6/319	1	6/319	0/022	0/882

The second assumption is using Covariance homogeneity of regression slopes. This is studied in the table 6. The results show homogeneity of regression slopes is achieved and F (0.022) in level (0.05) not significant.

According to the results that show Assumptions analysis of covariance are achieved continuing to analyze the hypothesis by using this method presents.

Table (6): Compare the effectiveness of self-regulation learning strategies and problem solving to students procrastination responsibility based on the analysis of covariance

Sources Change	Sum of squares	Degrees of freedom Df	Mean Square	F	The significance level Sig
constant number	23919/790	3	7973/263	27/837	0/001
Group	229/428	1	229/428	0/801	0/375
Pretest	17001/358	1	17001/358	59/356	0/001
error	16040/143	56	286/431		
total	2161352	60			

Based on results from ANOVA there isn't significant differences between the two groups in the students responsibility ($F=0.801, sig=0.375, p=0.05$) after self-regulated learning strategies and problem solving. Therefore this hypothesis that said H_0 in null accept and the opposite hypothesis H_1 rejects.

Discussion and conclusion

According to the comparison of the effectiveness of teaching these skills on the responsibility can be seen that there isn't a significant difference between the effectiveness of these skills is the responsibility and self-regulation and problem-solving skills both increase the responsibility of procrastination students. The method of problem solving can improve a person's belief rather than his ability to be and many human behaviors controlled by mechanisms of their influence. Among the mechanisms of their influence, none is more important and pervasive than belief in personal development. Procrastination and laziness based on self-deception escape responsibility that the most important results is that person with a sense of boredom blame someone or something caused their grief to not accept the responsibility and by avoiding work can break of success. As result avoid of feel of being a good and worthy person and also the responsibility that comes with success. Since one of the goals of teaching Learning Strategies is help learners to prepare and build a more effective learning environment so lax students with learning these strategies become aware of your emotional nature and manage amotions and their daily affairs, particularly the academic performance.

References

- [1] Parvaneh Taheri Khorasani(1387) :Examine the relationship between self-regulated learning strategies and achievement motivation of high school In Shiraz with academic performance in the math and the literature. Shiraz university-Master's Thesis.
- [2] Clark, D. M., & Wells, A. (1996). A cognitive model of social phobia. In R. G. Heimberg, M. R. Liebowitz, D. A. Hope, & F. R. Schneier (Eds.). *Social phobia: Diagnosis, assessment, and treatment* (pp. 69–93). New York: Guilford Press.
- [3] Nersvy, R. M. (2004); *The conditions of learning*. (3ded.) NewYork: Halt, Rinehart and wiston.
- [4] Blankat, C. B. (2003); *Educational psychology* (3rd. ed.) Boston: Houghton Mifflin Co.
- [5] Abdollah ShafiAbadi and Soraya Shams (1379) Examine the effectiveness of Problem solving skills group therapy in some of the recognition features teenagers attempted suicide at Allameh Tabatabai University. *RESEARCH AND DEVELOPMENT CONSULTING*, volume 2, number 6- spring and summer
- [6] D'zurilla, T. J., and Goldfried, M. R. (1971); problem-solving and behavior modification. *Journal of Abnormal psychology*, 78, 101-126.
- [7] Kagan. M, cakirb. Ollhan, C.T, Kandemir, M.(2010). The explanation of the academic procrastination behaviour ofuniversity students with perfectionism, obsessive – compulsive and five factor personality traits *Procedia Social and Behavioral Sciences* ,2, 2121–2125.
- [8] Mehdi Sobhani Nejad and Ahmad Abdi(1385): Examine the relationship between self-regulated learning strategies and achievement motivation of high school In Esfahan with academic performance in the math, jurnal Tabriz university, fist year, number 1.
- [9] Pintrich,P.R., DeGroot,E.V. (2004).Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*,82,33-40.

- [10]Schunk, D. H. (2001). Social cognitive theory and self-regulated learning. In B. J. Zimmerman & D. H. Schunk (Eds.), *Self-regulated learning and academic achievement: Theoretical perspectives* (2nd ed., pp. 125–151). Mahwah, NJ: Erlbaum.
- [11]Tarlan Shamshiri (1387) Compare mental health, self-esteem and responsibility in girl's students who their parents divorced with those who their parents live together. *Journal of Women and Society*, first year, number 2