Relationship of educational identity and self-regulatory learning guidelines with high school students' educational negligence in Zahedan

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Abstract:

Objective: To investigate the relationship of educational identity and self-regulatory learning guidelines with high school students' educational negligence in Zahedan.

Methodology: The present study is descriptive with correlative approach. Study sample included 341 students who are studying at highschools of area 1 and 2 of education in Zahedan in second half of 2016-2017 eduational year and were selected through stratified random sampling. After evaluation and sample allocation, Waz and Isaacson's educational identity questionnaire (2008), Pintrich and Der Grott's self-regulatory learning guidelines questionnaire (1990) and Solomon and Ruth Bloom's educational negligence questionnaire (1984) were distributed and then recollected. Eventually, data were analyzed by SPSS through Pearson correlation test and step-by-step regression.

Findings: Results revealed that there is no significant relationship between confused academin identity (R=-0.060; P<0/05) and serotinous academic identity (R=-06.44' p>0/01) and there is a negative and significant relationship between followed academic identity (R=-0.644; p>0/01) and successful academic identity (R=-0.362; p>0/01) and high school students' negligence. Also, there is a negative and significant relationship between self-regualatory learning guidelines and high school students' negligence (R=-0.620; p>0/01) in Zahedan. Follower academic identity, metacognitive strategies and resources management and motivational beliefs predict high school students' academic negligence in Zahedan .

Conclusion: Given the results it could be said that follower academic identity and metacognitive strategies and resources management are effective in reducing academic negligence.

Keywords: Academic identity, self-regulatory learning strategies, Academic negligence, city of Zahedan, Students, High school

Introduction

One of the important issues in the field of planning, academic training and advancement is paying attention to the psychological aspects. One of these aspects is "negligence", which is a common behavior in academic environments. Negligence is one of the behavioral problems that is very common and prevalent among the people.

Howell and Watson[1] (2007) consider negligence to be a common and prevalent form and deficiency in self-discipline which has not been completely perceived and have defined it as an inability to monitor the thoughts, feelings, shocks and performing tasks according to the criteria that have been selected by the person. In other words, negligence includes evading, prolonging and postponing the performance of the tasks (Rosário[2] et.al, 2009).

"Academic procrastination " is the most common type of negligence that is a prevalent phenomenon among students. Rothblum, Solomon and Surakami[3] (1986) define academic procrastination as the perpetual propensity of learners to postpone the academic activities which is almost always accompanied by "anxiety". Its classic example is postponing study to the night before the exam and the resulting anxiety and haste that challenges the students. Academic procrastination is a behavioral problem in postponing the tasks and duties that need to be done and performed. Academic procrastination has been described as a type of "deficiency in self-regulation" in the sense of the person's inability to control the thoughts, feelings, emotions and performance in accordance with the considered criteria. The paucity of self-regulatory behaviors like goal determination, using strategies and monitoring the thought and learning processes, lead to incompleteness or avoiding the performance of the task. It is often said that students do not learn, because they lack enough "motivation". The lack of motivation, however, often results from the fact that students do not experience any advance when they try to learn something; because they are unable to self-regulate their learning process (Boekaerts[4], 2011, quoted from Pandro, Alan Su, Horse[5], 2012).

Pentrich[6] (2006) believes self-regulation is an active and organized process through which learners regulate the goals of learning and try to supervise their knowledge and motivation and behavior. In other words, self-regulation refers to imposing control on thoughts, emotions,

motivations and the performance of the task in relation to the desired criteria (Vohs and Bamister[7], 2004).

The strategies or self-regulatory learning emphasizes on the role of the individual in the learning process through which the learners actively and continually guide their knowledge, behaviors and efforts to achieve the desired goals; therefore, efficient self-regulation entails learners to have a goal and motivation to achieve these goals. On the one hand, a human being can motivate him/herself through self-cognition activities and controlling his/her life environment by reinforcement and personal punishment and consequently control his/her behavior (Matuga[8], 2009; quoted from Lavasani, Azheei and Davoodi, 2014).

Another issue that is not researched adequately in the previous studies and is addressed in the present study, is the relationship between negligence and the dignities of academic identity. Graham and Anderson[1] (2008) consider academic identity to be the most factor in academic performance and motivation for advancing. Academic identity can be considered one of the individual affective factions in the future occurrences of academic procrastination. "Academic identity" is the conscious responding process of every individual to his/her own academic situation, whether s/he should study or not? What method should s/he acquire and consequently seek his/her academic identity. If such an identity does really exist in an individual, then an emotion toward movement and success in different academic aspects occurs. Also, the existing obstacles on the path to success are terminated through this emotion and feeling (Haji Khayat, 2004). Given the mentioned content, the main research question goes like this: Is there a relationship between academic identity and self-regulatory learning strategies with academic procrastination among the high school students of Zahedan?

Methodology

The present study is a pragmatic research and in terms of implementation method, is observational and descriptive-cross sectional.

Participants

The statistical population of the present study includes all the high school students in district 1 and 2 of Education Organization in the city of Zahedan during the second half of 2016-2017, the total number of whom equals 3000 subjects. Morgan standardized table has been used for obtaining sample size and the sample size for the population included 3000 subjects, 341 of the

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aforementioned subjects were selected through two-staged cluster sampling method as the statistical sample.

Research tools

Academic Identity Questionnaire

Waz and Izakson's scale, developed in 2008, is used for evaluating academic identity. This test evaluates the amount of received academic identity by the subjects and has 40 statements and 4 subscales. (1) Wandering academic identity, late academic identity, follower academic identity and successful academic identity. This scale is a self-reporting tool and subjects determines his/her amount of disagreement or agreement with each of the statements at a 5-degreed Likert scale. The dependability of this test was calculated through Cronbach's alpha correlation as 0.73.

The questionnaire of self-regulatory learning strategies

Pentrich and Der Grout scale, developed in 1990, is used for evaluating self-regulatory learning strategies. This test which evaluates the amount of self-regulatory learning strategies received by the subjects, has 47 statements and 3 sub-scales. The cognitive, metacognitive strategies and resources and motivational beliefs management have been designed. This scale is a self-reporting tool and subjects determines his/her amount of disagreement or agreement with each of the statements at a 5-degreed Likert scale. The dependability of this test was calculated through Cronbach's alpha correlation as 0.93.

The questionnaire of Academic Procrastination

Solomon and Ruthblum scale, developed in 1984, is used for evaluating academic procrastination. This test which evaluates the subjects' amount of academic procrastination, has 21 statements and 5 sub-scales. The preparation of homework, exam preparation, half-year report, the feeling of discomfort resulting from being negligent and the propensity to change the habit of postponing have been designed. This scale is a self-reporting tool and subjects determines his/her amount of disagreement or agreement with each of the statements at a 5-degreed Likert scale. The dependability of this test was calculated through Cronbach's alpha correlation as 0.98.

Research implementation practice

To implement this method, after the selection of samples, the questionnaires were presented to each of the subjects and they were asked to fill them with care. Explanations were given if requested. The implementation of each of these tests took over 20 minutes and the subjects didn't have any time limitation to avoid anxiety and enough time was provided for them.

Data analysis method

Statistical tests such as Pearson correlation coefficient and multivariable regression were used for data analysis. Data were analyzed through SPSS v23 software.

Research results

Pearson correlation and multivariable regression analysis have been used for testing the research hypotheses and making decisions regarding the confirmation or rejection of the hypotheses. The related findings are presented below.

First research hypothesis

There is a significant relationship between academic identity and academic procrastination among the high-school students of Zahedan.

Table 4.4 the correlation of academic identity and academic procrastination of high-school students of Zahedan

Variables	Homework Preparation	Exam Preparation	Providing a half-year report	Felling of discomfort resulting from being negligent	Propensity to changing the habit of postponing	Academic procrastination
Wandering academic identity	0.031	-0.054	0.113*	-0.047	-0.045	-0.060
Late academic identity	0.075	0.121*	0.073	0.096	0.006	0.093
Follower academic identity	0.658**	0.422**	0.646**	0.501**	0.505**	-0.644**
Successful academic identity	0.307***	0.312**	0.340**	0.272**	0.260**	-0.362**

** P<0.01
* P<0.05

As table 4.4 suggests, there is no significant relationship between wandering academic identity (R=-0.060, P>0.05) and Late academic identity (R=0.093, P>0/05) and negligence. In addition, there is a negative and significant relationship between follower academic identity (R=-0.644,

P<0.01) and successful academic identity (R=-0.362, P<0.01) and the academic procrastination of high school students in Zahedan.

Second research hypothesis

Academic identity predicted the academic procrastination of high-school students of Zahedan.

Table 5.4 results from stepwise regression for predicting academic procrastination through academic identity

Variable	R	R square	B	Standard error	Beta	t	Significance level
Follower academic identity	0.644	0.415	1.542	0.099	0.644	15.501	0.000

Changing the criterion: Academic procrastination

To respond to the second research hypothesis, stepwise regression was used. In fact, the variable of academic identity was considered as a predicting variable and the variable of academic procrastination was considered as the criterion (predicted) variable. The results of table 5.4 suggests that the other components of academic identity variable weren't qualified to enter the regression because of the lack of significance level and could not predict the variable of academic procrastination and were removed from the equation, while the component of follower academic identity was qualified to enter the regression and could predict the variable of academic procrastination. The correlation coefficient between the two variables with 95% certainty, is significant and positive. The amount of R-square shows that 41.5 percent of the changes of the variable of academic procrastination are determined by follower academic identity; the Beta of standardized regression coefficient was 0.644 which is indicative of the effect of follower academic identity on academic procrastination.

Third research hypothesis

There is a significant relationship between self-regulatory learning strategies and the academic procrastination of high-school students of Zahedan.

Variables	Homework Preparation	Exam Preparation	Providing a half-year report	Feeling of discomfort resulting from being negligent	Propensity to changing the habit of postponing	Academic procrastination
Cognitive strategies	0.246**	0.481**	0.363*	0.256**	0.267**	-0.410**
Metacognitive strategies	0.564**	0.240**	0.647**	0.471**	0.483**	-0.654**
The management of motivational	0.354**	0.324**	.291**	0.242**	.307**	-0.369**

beliefs resources						
Self-regulatory learning strategies	0.505**	0.580**	0.563**	0.417**	0.460**	-0.620

** P<0.01
* P<0.05

As the table 6.4 suggests, there is a negative and significant relationship between self-regulatory strategies and academic procrastination of high school students of Zahedan (R=-0.620, P<0.01).

Fourth research hypothesis

Strategies for self-regulatory learning predicted the academic procrastination of high-school students in Zahedan.

Variable	R	R square	B	Standard errors	Beta	t	Significance level
Metacognitive strategies and resources management	0.674	0.454	1.419	0.101	0.597	14.022	0.000
Motivational beliefs			0.355	0.088	0.172	4.46	0.000

Criterion variable: Academic Procrastination

Stepwise regression was used for responding to fourth research hypothesis. In fact, the variable of self-regulatory learning strategies are considered as the predicting variable and the variable of academic procrastination is considered as the criterion variable (predictive). Table 7.4 suggests that the other components of the variable of self-regulatory learning strategies were not qualified to enter the regression because of the lack of significant level and could not predict the variable of academic procrastination and were removed from the equation, while the components of metacognitive strategies and resource management and motivational beliefs were qualified to enter the regression and have been able to predict the variable of academic procrastination. The correlation coefficient between the two variables with the certainty level of 95 percent is positive and significant. The amount of R-Square indicates that 45.4 percent of the changes in the variable of academic procrastination is determined by metacognitive

strategies and resources management and motivational beliefs; the beta of standardized regressive coefficient for the two variables are respectively 0.597 and 0.172 which is indicative of the effect of metacognitive strategies and resources management and motivational beliefs on academic procrastination.

Conclusion

The present study is a descriptive-cross sectional plan. In the present study, we investigated the relationship between academic identity and self-regulatory learning strategies with high-school students' academic procrastination of Zahedan. The results obtained from data analysis indicated that there is no significant relationship between wandering academic identity (R=-0.060; P>0.05) and late academic identity (R=0.093; P>0.05); and there is a negative and significant relationship between follower academic identity (R=-0.644; P<0.01) and successful academic identity (R=-0.362; P<0.01) with high school students' academic procrastination in Zahedan. Also, there is a negative and significant relationship between self-regulatory learning strategies and high school students' academic procrastination in Zahedan (R=-0.620; P<0.01) and follower academic identity, metacognitive strategies and resources management and motivational beliefs are predictive of high-school students' academic procrastination in Zahedan.

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