DIFFERENCES BETWEEN HIGH AND LOW ACADEMIC PROCRASTINATION IN SELF-REGULATION LEARNING AND SELF-CONTROL AMONG SPECIAL EDUCATION STUDENTS AT TAIF UNIVERSITY

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Abstract_ The research aimed to identify the relationship between level of academic procrastination and self-regulation learning and self-control. It also aimed to find differences between high and low academic procrastination in learning self-regulation and self-control among special education students at Taif University. Research group consisted of 240 students from special education department at Taif University. The researcher academic procrastination learning scale, self-regulating scale and self-control scale. The results revealed that there is a negative relationship between some dimensions of academic procrastination and between dimensions of self-regulation learning. It also found a negative relationship between some dimensions of academic procrastination and some of the dimensions of self-control. While there is a positive and significant relationship between the dimensions of self-regulating learning and dimensions of self-control. It also found significant differences between low and high academic procrastination students in cognitive dimension, metacognition dimension, the motivational dimension, the environmental dimension and the total score of self-regulating learning for students low academic procrastination. Also found significant differences between low and high academic procrastination students in seeing positive self-selectivity, self-resistance to frustration, self-induction, individual self-awareness, positive evaluation to the self and the total score of self-control for low academic procrastination students.

Key word: high academic procrastination, low academic procrastination, self-regulation learning, self-control.