

# THE ROLES OF THINKING STYLES AND THE LEVEL OF ACADEMIC AMBITION IN PREDICTING ACADEMIC PROCRASTINATION AMONG UNIVERSITY STUDENTS

**ABDULLAH ABDULHADI AL- ANZI**

**Professor of Educational Psychology Assistant  
Faculty of Science and Arts, Qurayat - Jouf University**

***ABSTRACT\_** This study aimed to investigate the roles of thinking styles and the level of academic ambition in predicting academic procrastination among university students. The study sample consisted of (264) students. In this study, the Procrastination Scale developed by the researcher, the Academic Level Scale developed by Muawad and Abdul-Azeem (2005), and the List of Thinking Styles prepared by Sternberg and Abu-Hashim (2008) were all employed. Study results indicated a negative correlation between thinking styles (legislative methods, executive, estoppel, local, liberal, hierarchical, royal, minority, and external) and academic procrastination. It also revealed negative correlation between academic ambition dimensions (optimism, the ability to set goals, and the total score to measure academic ambition) and academic procrastination. The study indicated that there were two variables for predicting academic procrastination: thinking styles (legislative and local) and academic ambition level (the ability to set goals) and the total score to measure academic ambition. Moreover, the study reported the lack of statistically significant differences in academic procrastination. Yet, thinking styles and ambition level were due to the variable of study area. The study concluded that the prevailing thinking styles of the sample under investigation were respectively: the legislative, the executive, and minority styles. Finally, the results showed that academic ambition level of Jouf University students as well as the academic procrastination level were at the same middle average.*

***KEY WORDS:** academic procrastination, the academic level of ambition, thinking styles.*