

The relationship between Basic Psychological Needs and self regulated learning with Academic Procrastination

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Abstract: The aim of this research was the relation between basic psychological needs and self regulated learning with academic procrastination. The research method was correlative. The sample population was 400 students that chosen through multi-stage cluster sampling. We gathered data with three questionnaires which names were basic psychological needs of Johnson and Ferri (2004); self regulated learning of boofard (1995) academic procrastination of Solomon and ratheblom (1984) and data analyzed with Pearson correlation and regression. The result showed that there was relationship between basic psychological needs and self regulation learning with academic procrastination. Basic psychological needs and self regulation learning can predict academic procrastination.

[Shahrza mizanid, Seyedeh maryam Hosseini, Nadereh sohrabi. **The relationship between Basic Psychological Needs and self regulated learning with Academic Procrastination.** *Rep Opinion* 2015;7(4):16-23]. (ISSN: 1553-9873). <http://www.sciencepub.net/report>. 3

Key words: self regulated learning, Academic Procrastination, Basic Psychological Needs

1. Introduction

Academic Procrastination is the practice of carrying out less urgent tasks in preference to more urgent ones, or doing more pleasurable things in place of less pleasurable ones, and thus putting off impending tasks to a later time, sometimes to the "last minute" before a deadline. The word, in this way, the person in your mind or intention to finish tasks are assumed, but in the end it is expected, failed. Although Procrastination occurs in all activities of life, Procrastination is more frequency of homework. Solomon Scientifics define the academic procrastination in delaying their academic tasks. These duties include the preparing for the exam, prepare papers during the semester, administrative Affairs of the School and are a constant presence in the class.

Lax Students are preparing for exams to postpone their final night, and consequently during the test experience intense anxiety. Procrastination caused a high degree of anxiety and depression in children and lowers his self-esteem. As a result, reports that students take about the lazy procrastination, they showed a significant negative correlation with academic performance. Procrastination affects millions and the trouble-making is almost always detrimental effect on productivity and wellbeing. Procrastination on academic tasks is a common problem among students and the main cause of failure or lack of success of the students in learning and access to programs and academic achievement. Almost a quarter of students report that they have procrastination, which leads to poor educational (2009) Belix and door performance

Procrastination study examined the cognitive and behavioral levels. At the behavioral level what they want to do it, do not, it is completely optional for no

particular reason and at the specified time and the cognitive level of the individual, delay in taking timely decisions. As a result, such persons what you should do to achieve your goals not done on time or did not do. Because procrastination has concrete consequences such as loss of deadlines, opportunities, income, time and emotional as undermining morale, stress, anxiety, fear, anger, and low motivation of the students were able to create a new space created for doing research. The two variables are self regulated learning and Basic Psychological needs of the issues that are discussed in this study. Research done in the field of fundamental basic psychological needs satisfaction All emphasize the many benefits that meet the needs of students. Satisfy basic psychological needs can enhance the students' motivation and for the most motivated students to pursue higher education. Generally, it is procrastination is commonly the failure of self-regulation. A study about lack of interest and motivation is introducing procrastination. A study showed that "52% of surveyed students indicated having a moderate to high need for help concerning procrastination". It is estimated that 80%–95% of college students engage in procrastination, approximately 75% considering they procrastinators. Procrastination has been associated with the later submission of academic papers, as would have been expected almost by definition. Additionally, procrastinators have been found to receive worse grades that do non-procrastinators. Tice et al. (1997) report that more than one third of the variation in the final exam score could be attributed to procrastination. The negative association between procrastination and academic performance is recurring and consistent. Researchers found that, though scores on two widely used procrastination scales were not significantly

associated with the grade received for an assignment, self-report measures of procrastination on the assessment itself were negatively associated with grad.

The present study is an attempt to shed light on the relationship between self-regulation and academic procrastination and basic psychological needs of students, In terms of education are crucial. Of course, it is possible for a student with consequences. For many, this is a transition represents the beginning of a general decline in the effectiveness of education, motivation, and self-realization of the potential of peer relationships and teachers. The future youth remains vulnerable, ^{unless} the educational system to provide the necessary reforms to help improve their level of motivation and academic achievement. .In Spite of procrastination consequences, little research has been done in this area in the country. In recent years, Academic Procrastination is discussed as a (perfect for self-regulation) in the sense of inability to control one's thoughts, emotions, feelings and actions in accordance with criteria.

Generally importance of this study is that if it is determined that one of the factors associated with academic procrastination, and then they can help to eliminate the causes of the lax students. Procrastination is conduct which is delaying things, that in different dimensions one of their tasks is to postpone its size, which is educational neglect. It can be defined as the period of delay, which is very common among students. This behavior leads to students that they can not their actual performance in the learning process and thus fails to take advantage. Among the goals that are important in the process of education students, and transform them into strategic learners have the ability to self-regulation in learning. These learners are actively involved in the learning process and take responsibility for their learning. They are capable of using cognitive and met cognitive strategies, guidance and control their own learning process and to achieve further progress in learning. There are many factors that can support self-regulation of learning in a positive direction Such that it can be noted that there are basic psychological needs and basic psychological needs, self learning can reduce Procrastination. The study should be done to solve the problem of Procrastination in the field of research because the research is based on self-learning and basic psychological needs are two important factors affecting educational Procrastination. Factors affecting academic Procrastination are important because of its Procrastination impacts on these factors can be prevented psychological, educational and material costs.

In fact, the most important aspect of this research is indispensable adverse influences and consequences of procrastination in this regard are empirically and theoretically. The necessity of life is to make optimal

use of time and mental resources of students. So it is important to consider that this finding is due to be clear strategies and create favorable conditions. In this paper, four hypotheses were examined in order to investigate the relationship between self-regulation of learning and basic psychological needs of their Procrastination, Assess the predictive power of self-learning and the basic psychological needs of their Procrastination, Assess the predictive power of self-regulation of learning and basic psychological needs of their Procrastination, the relationship between self-regulation of learning and basic psychological needs of girls and boys Procrastination, Assess the predictive power - self-learning and basic psychological needs of Procrastination to educate girls and boys as hypotheses deals with that were examined based on the theoretical and practical background . Rotheblum (2000) provide research on high school students stated that there is a significant relationship between Procrastination and self learning. Adults meet their needs in specific relationships experience a better relationship with others (Lagardia, Ryan and Cochman, 2000). Walters(2003) research has shown that students had higher levels of neglect of duties, other than the student's cognitive and met cognitive strategies were used and Hual and Watson (2007) and Cluasen (2008) Cluasen and Cosco(2009) and Wisrin (2011) no significant difference between boys and girls did not report on negligence. The components of motivational strategies, the results indicated that self-efficacy, intrinsic value, test anxiety and cognitive strategies, have a negative predictor of educational Procrastination. Valuation factors internal and external to the purpose, organization, self-regulation of metacognitive strategies, time management and study location and attempt to self-regulation is a significant predictor of academic Procrastination. (Moteie, 2012). The independent t-test showed no significant difference between boys and girls in Procrastination.

2. Material and methods

The study is a co relational descriptive method and to analyze the data were used of the correlation coefficient and regression. Since this study was investigating the relationship between basic psychological needs and self regulated? This study is a correlation study. Correlations between variables in this study are based on objective analysis learning with educational Procrastination. This research is based on applications purpose and can be applied to the results. Applications research is aimed at developing applications knowledge in a particular area (samad & et al, 2008: p79). The study was consisted of Shiraz university students during the academic year 93-92. According to information are obtained by the total number of 16,000 people. For sampling were used for

multi-cluster method. Faculty of Marvdasht University is included: Agriculture, Engineering, Science, Education and Psychology the two fields were selected from each school. Therefore were selected The Department of Agriculture (Irrigation and Agricultural Economics), engineering (Petrochemicals and optical engineering) Science (Applied Mathematics and Applied Chemistry) Education and Psychology (Educational Management and Psychology) and Two classes were selected from each field; There are a total sample of 400 students of Islamic Azad University, Marvdasht.

1.2. The research tools:

For measure the subjects' use of self-regulatory learning strategies, used Scale SRQ3 Which is expressed by beaufort scale et al (1995).

This scale consists of 19 items that have been classified in three categories: cognitive, metacognitive and motivation. The number is dedicated 7 items on metacognition (items 1, 2, 3, 7, 12, 14, 15), 9 items on the cognitive dimension (items 4, 6, 8, 9, 10, 11, 16, 17 19) and 3 items on motivation (item 5, 13, 18). Each item has five options considered and placed on the Likert scale from 1 (not quite fit me) to 5 (fully compatible with me). Participants are given the option to choose one of them.

The questionnaire was translated from French to Farsi validity and reliability have gained in Iran. The Beaufort scale consists of six items from 19 items, Reverse and have a negative concept and are not indicative of self-regulation. umber of reverse beaufort scale are 5, 8, 13, 16, 17 and 18 In the following example, if the sample rate (no compatible with me) the sign would indicate a high degree of self-regulation (fully compatible with me) represents the lower self.

2.2. Validity and reliability:

The reliability and validity of the scale, In the event that the correlation with the total score of each question category in question is located, internal consistency obtained and coefficients have been obtained at an optimal level. After examining the internal consistency of the questionnaire is used principal component factor analysis.

Curve analysis, three factors (cognitive, metacognitive and motivation) are extracted. beaufort et al (1998).

The reliability of the scale for the three categories of cognition, metacognition and motivation using Cronbach's alpha, respectively, 0.78, 0.72 and 0.68 respectively. Other researchers using the same coefficients reported, 0.55, 0.71/ and 0.50 respectively.

The study examines the relationship between self-regulation and cognitive styles on students' school performance and intelligent and compare it with

traditional media, and the reliability and validity of the questionnaire used in high level reports.

In this study was the Cronbach alpha reliability for the recognition of questions 0.88 and 0.82, then 0.76 metacognition and motivation for the next 0.43 respectively.

3.2. Johnson and Frey Basic psychological needs scale (2010)

This scale consists of 21 items. The questions are based on a five-point Likert scale from very bad (1) to very good (5). Reliability coefficients in studies desi and et al (2001) with using Cronbach's alpha were 0.83 and in Iran the Cronbach's alpha was 0.78.

3.2. Validity and reliability:

The test has 21 questions and psychological demands made upon the satisfaction of basic psychological needs. Observers of how to express in words than in their lives, Rate from 1 (not at all true) to 7 (very true), respectively. 9 of 21 Next question is negative the analysis should be reversed. Higher scores are indicating higher satisfaction than necessary.

4.2. Scoring

Autonomy: 1 4 8 11 14 17 20 (items 4, 11, 20 reverse)

Competency: 3-5-10-13-15-19 (questions 3, 15, 19 reverse)

Contact: 2-6-7-9-12-16-18-21 (question 7, 16, 18 reverse).

5.2. The academic procrastination Scale of Solomon & Rothblum

This scale has been designed by the Solomon & Rothblum and it has been named the academic procrastination. Educational procrastination is a 27-item Scale of evaluation of three factors to consider are two issues:

The first component, to prepare for the exam, which consists of 8 questions. The second component, prepare for tasks and includes 11 items, and the third component, which is preparing for the final paper includes 8 items.

The Cronbach's alpha reliability test can be obtained 0.79. In addition, previous studies have reported acceptable levels of validity. The Scale of with the Beck Depression Inventory, irrational cognitions Scale of Ellis, Scale of esteem and avoid the daily Scale of is significantly correlated Results Cronbach's alpha estimated 0.8 that indicates the reliability level is acceptable.

3. Results:

The result of the main Hypothesis: the Self-regulated of learning and the basic psychological

needs have a significant relationship with the academic procrastination that by regarding to the normal distribution of research data has used the

Pearson correlation coefficient that the results are expressed in the table 1.

Table1: the Pearson correlation coefficient between self-regulated of learning and basic psychological needs with the procrastination

		Prepare for the Exam	Prepare for the task	Prepare for the paper
Metacognition	The Pearson correlation coefficient	0.056	-0.037	**0.187
	The Significance level	0.26	0.45	0.00
Recognition	The Pearson correlation coefficient	** -0.225	** -0.119	** -0.307
	The Significance level	0.00	0.01	0.00
Motivation	The Pearson correlation coefficient	** -0.112	-0.069	** -0.191
	The Significance level	0.02	0.16	0.00
Autonomy	The Pearson correlation coefficient	** -0.418	** -0.352	** -0.450
	The Significance level	0.00	0.00	0.00
Competency	The Pearson correlation coefficient	** -0.192	** -0.157	** -0.257
	The Significance level	0.00	0.002	0.00
communication	The Pearson correlation coefficient	** -0.416	** -0.322	** -0.466
	The Significance level	0.00	0.002	0.00

P < 0/01 **

P < 0/05 *

According to the result, among the variables of Self-regulated of learning, the metacognition with prepare for paper and recognition and motivation have significant relationship with all aspects of the academic procrastination and all aspects of the basic psychological needs have a significant relationship with all aspects of the academic procrastination and this relation is in the reverse direction and if increase the academic procrastination decrease the academic procrastination Self-regulated of learning and the basic psychological needs.

The result of Hypothesis 2:

The Self-regulated of learning and the basic psychological needs have a significant predictive power with the academic procrastination that by regarding to the normal distribution of research data has used the Pearson correlation coefficient that the results are expressed in the table 2.

Table2: the stepwise regression analyzes to predict to prepare for the exam according to the basic psychological needs and Self-regulated of learning

Variable		β	T	P	R	R2	F	df	P<
Predictor	Criterion								
Metacognition	Prepare for exam	070.0-	403.1-	16.0	471.0	222.0	65.18	399	00.0
Recognition		097.0	728.1	08.0					
Motivation		035.0	678.0	49.0					
Autonomy		242.0	88.3	00.0					
Competency		056.0	10.1	26.0					
communication		211.0	33.3	001.0					

To evaluate the predictive basic psychological needs and Self-regulated of learning to prepare for the exam has used from the stepwise regression analyzes.

The results showed that only the autonomy (0.242) and communication (0.211) have a significant predictive power for preparing for exam and include totally 22% of the variance of the dependent variables.

Table3: the stepwise regression analyzes to predict to prepare for the task according to the basic psychological needs and Self-regulated of learning

Variable		β	T	P	R	R2	F	df	P<
Predictor	Criterion								
Metacognition	Prepare for task	130.0-	49.2-	01.0	393.0	154.0	944.11	399	00.0
Recognition		032.0	542.0	58.0					
Motivation		034.0	621.0	53.0					
Autonomy		249.0	83.3	00.0					
Competency		079.0	48.1	13.0					
communication		134.0	03.2	04.0					

To evaluate the predictive basic psychological needs and Self-regulated of learning to prepare for task has used from the stepwise regression analyzes.

Table 4: the stepwise regression analyzes to predict to prepare for paper according to the basic psychological needs and Self-regulated of learning

boys				
	Prepare for the Exam		Prepare for task	Prepare for the final paper
Metacognition	The Pearson correlation coefficient	031.0-	113.0-	**160.0-
	Significance level	7.0	16.0	05.0
Recognition	The Pearson correlation coefficient	**228.0-	098.0-	**301.0-
	Significance level	005.0	22.0	00/0
Motivation	The Pearson correlation coefficient	140.0-	117.0-	**254.0-
	Significance level	08.0	15.0	002/0
autonomy	The Pearson correlation coefficient	**361.0-	**310.0-	** 455/0-
	Significance level	00.0	00.0	00/0
Competency	The Pearson correlation coefficient	**262.0-	**197. 0-	**288/0-
	Significance level	001.0	01.0	00/0
communication	The Pearson correlation coefficient	**400.0-	**292.0-	**414/0-
	Significance level	00.0	00.0	00/0
girls				
	Prepare for the Exam		Prepare for task	Prepare for the final paper
Metacognition	The Pearson correlation coefficient	083.0-	022.0-	** 240.0-
	Significance level	19.0	73.0	00.0
Recognition	The Pearson correlation coefficient	**247.0-	**157.0-	**313.0-
	Significance level	00.0	01.0	00.0
Motivation	The Pearson correlation coefficient	087/0-	042394.0-	**139.0-
	Significance level	17.0	51.0	03.0
autonomy	The Pearson correlation coefficient	**479.0-	**0-	**440.0-
	Significance level	00.0	00.0	00.0
Competency	The Pearson correlation coefficient	**149.0-	**138.0-	**200.0-
	Significance level	02.0	03.0	002.0
communication	The Pearson correlation coefficient	**458.0-	**365.0-	**444.0-
	Significance level	00.0	00.0	00.0

The results showed that among the variables predictions and understanding, the autonomy and communication have a significant predictive power for preparing for the task and include totally 15% of the variance of the dependent variables

Table 5: the Pearson correlation coefficient between self-regulated of learning and basic psychological needs of girls and boys with the procrastination

Variable		β	T	P	R	R ²	F	df	P<
Predictor	Criterion								
Metacognition	Prepare For paper	042.0	882.0	37.0	530.0	280.0	52.25	399	00.0
Recognition		103.0	92.1	05.0					
Motivation		077.0	54.1	12.0					
Autonomy		258.0	31.4	00.0					
Competency		074.0	51.1	13.0					
communication		203.0	32.3	00.0					

To evaluate the predictive basic psychological needs and Self-regulated of learning to prepare for paper has used from the stepwise regression analyzes.

The results showed that among the variables predictions and understanding, the autonomy and communication have a significant predictive power for preparing for paper and include totally 28% of the variance of the dependent variables.

Hypothesis 3:

The Self-regulated of learning and the basic psychological needs have a significant relationship with the academic procrastination of girls and boys.

To respond to this hypothesis, has used the Pearson correlation coefficient that the results are expressed in the table5.

The Results of the table indicates that according to the Pearson correlation coefficient,

it can be stated that among boys, the components of metacognition, cognition, motivation with the prepare for the paper, autonomy, competence and communication have a significant relationship with the all aspects of the academic procrastination and the girls all aspects of self-regulation of learning and basic psychological needs have a significant relationship with the academic procrastination.

4. Discussion

As initially stated, the goal of the present study is responding to this question that whether the basic psychological needs and self regulated of learning directly affect academic procrastination; hence, it was proposed three main hypotheses in this study that were analyzed; the results can be explained in three sections, First the relationship between self regulated of learning and basic psychological needs with the academic procrastination, the relationship between self regulated of learning and basic psychological needs with the academic procrastination of grills and boys and also has surveyed the predictive power of self regulated

learning and basic psychological needs for the academic procrastination; the statistical analysis indicates that the self regulated learning and the basic psychological needs have related with the academic procrastination and in the boys, components of metacognition, cognition, motivation to prepare for the paper, autonomy, competence and communication have a significant relationship with the academic procrastination and in the girls, the all aspects of self regulated of learning and basic psychological needs have a significant relationship with the academic procrastination; and also among the variables of metacognition, Autonomy and communication have significant predictive power for the academic procrastination that means that if increase the recognition, autonomy and communication, will decrease the academic procrastination.

The result obtained is consistent with the results of other studies such as walters (2003), rutilum(2000) and..... In the many of the investigations, the academic procrastination has been described as the defect of self-regulated; namely the person is incapable in control of thoughts, emotions according to own standards those who are lax, they cannot predict the time required for perform the task and they are not able to manage a reasonable time and cannot determine the priorities and goals with certainty; generally it can be concluded that the lax person cannot adjust in different fields.

The satisfaction of basic psychological needs transfers this message to the custodians of Education that the conditions of training centers especially universities should be arranged so that is reinforcing the independence, competence and continuity students; the combining learning with control and coercion, also reduces the quality of learning and the likelihood of achieving the goals of higher learning; It is also necessary tasks that enjoy the favorable challenging to present to students and used of the appropriate feedback to promote a sense of accomplishment and

competence in the them; the important part of the self regulated is metacognition; the metacognition means thinking about learning; Hence the metacognition can be appropriate predictor One of the features supportive environments of autonomy, it is that expressed in them, the reasonable cause of rules and follow them to the students; Usually the autonomy makes that the rules has accepted more easily; the communication is other component that has high predictive power; The mutual acceptance, trust each other and friendship are important part of the basic psychological needs that affect autonomy, Also, many studies have addressed the relationship between gender and procrastination but the results are different this means that some of the studies have achieved the significant result between these two variables; As a result of these studies can be said that because women than men are motivated to do things intuitively and pay attention more less than men to the external conditions therefore less doing procrastination than men; In the field of the difference of procrastination in the boys and girls, Steele (2007) suggests that girls have the greater efforts to control and hence has done less procrastination; Hence Dire and Ferrari (2009) women's procrastination have attributed the fear from failure and men's procrastination to take risks and to control outbursts and also Howell and Watson (2007) Klasn et al (2008) Flour (2003) Klasn and Cuzco (2009) and visrin(2011) did not reported any significant difference between boys and girls in the procrastination that is the opposite with the results obtained from this study; In the a longitudinal study Valrand (1992), was shown that the enjoyment of high autonomy has a significant positive correlation With the long-term sustainability In the conduct and scoring programs, they are incapable.

at the beginning and at the persistence in the pursuit of academic goals, which it is due to the weakness of the self regulated and also Walters (2003) has shown in his study, the students who had a greater degree of procrastination in the homework, has used for the cognitive and metacognitive strategies less than other students. The results showed that metacognitive strategies factors are predictors of the academic procrastination. It seems, the students who regulate their performance by metacognitive skills and control of learning conditions postpone less the academic affairs; lack of use from the metacognitive strategies causes the high degree of procrastination in the students. Howell and Watson (2007) have argued, Metacognitive strategies by students reduce the procrastination; so generally it can be stated that components of metacognition and autonomy and communication can reduce the procrastination in the students. The autonomy and communication are among issues that affect on the decrease on the procrastination.

Therefore, it is recommended that professors support to meet these needs; among the methods that can meet these needs is the support from autonomy in contrast to control; When these needs are met, the people know their self as triggers and navigator and also have the sense of competence in doing the affairs.

Acknowledgement:

Authors are grateful to Islamic Azad University, Marvdasht Branch for financial support to carry out this work.

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4/2/2015