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Original Article (Quantified)

Studying the relationship between academic support and student's academic procrastination with emphasis on the mediating role of academic optimism

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Abstract

The main objective of the present study was to study the relationship between academic support and academic procrastination of students with an emphasis on the mediating role of academic optimism. This study is in the field of applied research in terms of purpose and correlation in terms of research method. The statistical population of the study consisted of 206 students studying in high school girls' schools in Shahr-e Ray city, of which 134 were selected as the research sample by cluster random sampling. The data collection tools were the academic support questionnaires of Sands and Plunkett (2005), academic optimism of Schnemannoran (2013), and academic procrastination of Solomon and Rothblum (1989). Face and content validity were used to measure the research tools, and the validity of the questionnaires was assessed as good. Cronbach's alpha coefficient was used to determine reliability, which was approved. In order to analyze the data, the structural equation technique was used using Lisrel statistical software and Spss statistical software. The research findings showed that there is a direct and significant relationship between academic support and academic optimism with students' academic procrastination, and academic optimism plays a mediating role in the relationship between academic support and students' academic procrastination.

Keywords:
Academic support, academic optimism, academic procrastination

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