

The effect of social networks on academic procrastination and mediating role of self-regulatory learning strategies of students

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Abstract

The purpose of this study was predicted the academic procrastination based on use of social networks with the intermediate role of self-regulation learning strategies among high school students. The research method is applied research in terms of aim and is correlation in terms of the natures of subject. The statistical population includes all secondary school students in Hashtrud city. The sample size was 309 people based on the Morgan table and were selected randomly by multi-stage cluster sampling. Social networking questionnaire Amin (2017), Pintrich and De Groot self-regulation learning (2000) and academic procrastination (2013) were used to collect data. The opinions of related experts were used to determine the validity of the questionnaires and their reliability was determined by the coefficient of Cronbach's alpha (virtual networks, 0.88, self-regulatory learning strategy, 0.79; Academic procrastination, 0.80). The results showed that the questionnaire had a good reliability. SPSS and lisrel software were used to analyze data, Pearson correlation coefficient to examine the relationship between variables and the path analysis method to investigate the effect of variables.

Table 3: Results of estimating direct effect coefficient

Variables	Path coefficient	T	Sig
On academic procrastination			
Social network	0.35	6.67	0.01
Self-regulation learning strategies	-0.23	-4.32	0.01
On self-regulation learning strategies			
Social network	-0.30	-5.57	0.01

Table 5: General fitting indices of the tested model

Index of fit	Value obtained from	Limit for the index	Goodness of fit
Chi-square/df	2.89	< 3	Suitable
CFI	0.98	> 0.90	Suitable
NFI	0.99	> 0.90	Suitable
IFI	0.98	> 0.90	Suitable
NNFI	0.99	> 0.90	Suitable
GFI	0.98	> 0.90	Suitable
RMSEA	0.08	< 0.08	Suitable

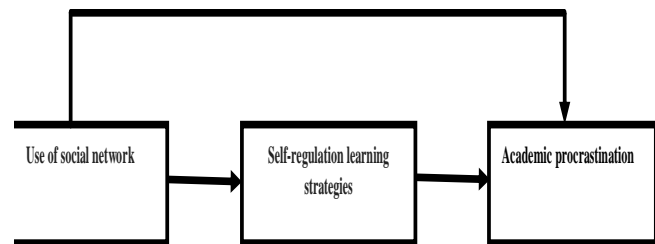


Figure 1: Conceptual model of research

Conclusions

Based on the results of the first hypothesis, it can be concluded that there is a positive and significant relationship between the use of social networks and student procrastination. Based on the results of the second hypothesis, it can be said that using social networks with learning strategies has a negative and significant relationship. Based on the results of the third hypothesis, it can be said that the use of social networking with learning strategies has a negative and significant relationship. Based on the results of the fourth hypothesis, it can be said that self-regulation learning strategies have had an indirect effect on the relationship between social networks on student procrastination. In other words, the use of social networks leads to an increase in academic pay, but due to the student's use of self-regulation learning strategies in the learning process, the effect has been reduced. Therefore, self-regulatory learning strategies can act as a mediator variable in reducing the role of moderator in the relationship between the two variables.