DETERMINE THE EFFECTIVENESS OF ASSERTIVE TRAINING ON NEGLIGENCE IN FEMALE STUDENTS OF THIRD GRADE OF GUIDANCE SCHOOL IN TEHRAN

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ABSTRACT

The purpose of this study was to determine the effectiveness of Assertive Training on negligence grade female students. Methods of testing are pretest-posttest three groups. The population consists of all third level students in four schools, non-profit organization formed in Tehran 92-2012 Education Selected and randomly assigned to two experimental groups and one control group. To collect data from the questionnaires were Talk man negligence. Data were analyzed by analysis of covariance. Results showed that there were significant differences between experimental and control groups, that assertiveness skills training was effective in reducing negligence.

Keywords: Assertive, negligence, Female, Students
Statement of Problem

Negligence in life and psychological trait among different age groups and categories can be seen. Especially among learners in an educational setting, is very common and detrimental consequences of the low scores of the class is to rejected period (Collins, Anog Bouzy and Jiaao, 2008). In this context, this research has been done on the relationship between psychological factors such as low self-esteem, low self-efficacy Gray, Mood and personality traits, goal orientation and the use of poor learning skills and appears to have been the focus of each of these variables in predicting negligence involved. Negligence of the delay, the delay, tarry, from the stand and adjourn to the next task (parents, Martha, juice, Nunez, Paula and Anthony, 2009). Negligence, one of the major factors that can be a serious obstacle in the collection of student progress and achievement. Negligence is a behavioral habit of delaying the work, and the associated liability, the result is associated with unpleasant consequences. Losses arising from the prevalence of this behavior among different groups are an important and significant and this exposes the need to avoid such behavior (Goldberg, 1998, quoted by Karami, 2009). Negligence delaying school academic tasks that are essentially doing is very important. Negligence outcome study is not the actual performance of their students in the learning process and they fail (Kagan et al., 2010). Since the main objective negligence consequences such as loss of opportunity and time, and emotional outcomes such as morale, increased stress and anxiety, and low motivation, the learner has the (Manchyk et al., 1988, quoted by Van Vic, 2004) has created new fields for research (AKynsvla al., 2007, Felt, Green, and Hewitt, 2004; Ferrari and Diamoralz, 2007; Borka and Yoeyn, 2008; quoted shykh alslam, 2013) Research testimony, negligence among students (Bamstr and Taisei, 1997), particularly in education is more common (Lee, 2005). Negligence variable frequency range so that some researchers estimated prevalence of 15 to 25 percent (Hariot and Ferrari, 1996), some 80 to 95% (O'Brien, 2002) and some estimate that 70 to 95 percent (Ferrari Beck, 1998; NAS, 1998, Avnvagbazy and Jyaav, 2000). (Shehni Yeelagh et al., 2006) in a study of the prevalence of negligence in Ahvaz city's students, 15.4% (17% of boys and 14 girls) estimate. According to studies, the tendency of people to negligence, the reasons cited reasons include poor time management skills, self-efficacy beliefs, distress related to assignments, Personal characteristics, irrational thoughts, inability to concentrate, fear of failure, inability to coordinate the goals of success, Lowered self-esteem, anxiety, control or regulation and external monitoring, problem solving, Unrealistic expectations and work habits (Alexander and Anoog Bozyh, 2007, Holul, Markazi and Watson, 2007, fugitive and Rkadaslary, 2007, following the Faystr, 2002, Sankal, Julian and Goay, 2003; Watson, 2001) Negligent conduct underlying cause effects such as restlessness in the night, high levels of stress, regret and remorse, anxiety, withdrawal and retreat due to lack of time or doing things is incomplete. After that, they promised the people that work until the last minute to delay, but again it happens (Kagan, Kakyr, Ilhan and Kandmyr, 2010). The assertiveness of the most basic social skills in communication, interpersonal relationships, it is important to maintain consistency. In general expression may be able to express honest opinions, feelings and attitudes without feeling anxious, he said. Assertive also includes the defense of their rights in a way that does not violate
the rights of others (WHO, 2006). Assertive will establish a close relationship with others in this connection, while respecting the privacy and rights of others, to protect themselves from abuse by others (Alberti and Emmons, 1975). It is worth noting that assertiveness training is a method of content and therapeutic components includes: Guidance, role playing, modeling, feedback, and review exercises in visual and objective manner. (Aschn, 1997; Mastrz, Breisch, Holvn and Reem 1987, quoted expression Zadeh et al., 2003 Expression have been divided as follows: (1) reject categorically: In this way, a way that is friendly community rejects the demands imposed by others.

2. strongly expressed in this way, the ability to express positive emotions such as gratitude from others, expressing love and affection and praise to Dard. 3- strongly request: Predatory non-assertive behavior (assertiveness) like shyness, isolation, shyness, surrender, inefficient interpersonal interactions on the one hand And aggression, speed, explosive and reactive behavior, on the other hand, is a disorder of social interaction. The compatibility and engage in interpersonal relationships necessary to express the importance of psychological and sociological has dual And yet the right to express their individual rights to insist And express their emotions in a positive and effective way as possible to prevent the occurrence of social interactions and not to harm the rights of others. Thus, the importance of assertiveness skills and training to ensure the mental health of the individual and society (Harjy, et al., 2005).Almost a quarter of students report that they frequently Negligence degree of stress for them and it makes them poor educational performance. (Balykis and Douro, 2009) According to studies by the desire to negligence that could be the reason for the listed items such as poor time management skills, lack of efficacy, personal characteristics (responsibility, perfectionism, desires) Irrational thinking, fear of failure, low self-esteem, external locus of control, poor problem solving skills, unrealistic expectations and work out of the habit mentioned (Alexander and Anogouzy, 2007, Ferrari and Diamvralz, 2007, Howell and Watson, 2007, Pfyster, 2002, Snkal, Jvnl Vgy, 2003; Watson, 2001).). According to the above, the question of the researcher in this study was too high prevalence of negligence and the negative impact of this phenomenon (such as a fall) among pupils. In this study it is assumed that if young people are given the ability to express oneself, Reduced their negligence. Therefore, the effect of assertiveness training on reducing the phenomenon described above. Theoretical approaches negligence Although researchers have not reached an agreement on the definition of negligence, But they Negligence structure with several cognitive, behavioral and emotional tailor (ozone Ozer, 2010). A summary of the most theoretical explanations negligence, the mental approach analytical approach, behavioral, and cognitive-behavioral approach, here we provide. Analytical psychotherapy approach: One of the first attempts to explain the dynamics of Negligence, psychological analysis was performed by theorists. Freud (1953, quoted Clan Ozer, 2010) was the first person to avoidance behavior due to the presence of anxiety, explained. According to Freud's psychoanalytic theory of negligence arises primarily as a result of anxiety (Freud, 1953; quoted Jaradt, 2004). He stated that the avoidance of assignments, mainly because they are a threat to “our” is. Through delaying (negligence), the risk of possible failure remains safe. One of the most popular theories about the
etiology. Negligence, this theory is that Negligence protection of fragile self-esteem (Borka and Bowen, 2008). This theory states that the reflection of the ability that this ability is also a reflection of its value. The failure of a task is a measure for the inability of low self-worth. Behaviorist approach: conservative behaviorists lax behavior on the environment and determine the individual's previous experiences. Behavioral theory of behavior is reinforced. Skinner (1953, quoted Clan Ozer, 2010) There’s behavior since been strengthened. According to strengthen, Negligence a result of previous successful experience Negligence occurs. Students who are Negligence, other duties may be reinforcing the findings of the study (Xu, and Gnzy, 2010). Negligence learners have learned to postpone completion of their training assignments (especially if unpleasant tasks), and turned his attention to other activities that are attractive to them (Jaradt, 2004). Cognitive-behavioral approaches: cognitive-behavioral theorists (i.e., Ellis, and Knvs, 1977 by ozone Ozer, 2010) The impact of irrational fears and self-criticism on Negligence, stress. They say that because Negligence workers, often in their ability to complete a task, sure. Knvs (2000) it also suggests that belief in you and believes in strict inadequacy of the world's leading Negligence students. Negligence is a maladaptive behavior Understanding the interaction process is inefficient and avoidance behavior arises and this mechanism include the following: The decision to delay, to promise to do so in the future, are being replaced with fun activities, masonry pretext to justify delays and freedom from blame (Kenos, 2001).

Assertive

There are various definitions of expression to which a few examples are mentioned: Wolpe (1973), argues that the behavior of every sense of braveness the proper expression of anxiety (translation Fata, 2006). In general expression may be able to express honest opinions, feelings and attitudes without feeling anxious, he said. Assertive also includes the defense of their rights in a way that does not violate the rights of others, is a (WHO, 1999). Assertive communication is a way of asserting the rights of the individual in a respectable way. A person with this type of behavior is correct and acceptable, expresses its goals, so that people understand it better and thus receives more aid to reach those goals. Braveness is a sincere expression of opinions, feelings and beliefs. Behavior that individual rights, dignity and respect for compliance with the. Lazarus (1966), defines the behavior braveness: All statements and opinions expressed emotions in a way that is socially acceptable.

And one cannot respect their rights. Sincere attention to your thoughts, opinions and feelings, to show respect for others, a characteristic behavior is braveness. Assertiveness individual features include: a friendly voice quiet, intimate encounters, quiet and comfortable and open gesture (Alberti and Emmons, 1986, translated heated Book, 1385). The texts have been translated into Persian word assertion of the word assertiveness, assertiveness, self-verification, expression, self-expression, courage and determination is used. Assertiveness and problem categories. In fact, the ability to establish good interpersonal relationships and social interactions in mental health is one of the most important factors (Bandura, 1977). Braveness behavior with positive
self-concept, self-esteem, mastery, self-efficacy, and self-esteem correlated Braveness and behaviors, preventive and avoidance are positively correlated with fears, phobias and social anxiety and have a variety of internal aggression (Rahimi et al., 2006).

**Assertiveness training**

Believe and believe that assertiveness to reduce negative outcomes that people should try to express concerns and ideas with the search for purpose and respect for others. Assertiveness training is primarily used in the space group insists that his clients learn without having to violate the rights of others, defend their rights. Assertiveness training technique used to relieve anxiety caused by the social relationships between people used Long Jakobsky (1976, quoted by Walker et al., 1991), assertiveness training mode has 4 main ones:

1. Learn the difference between assertiveness and aggression and lack of assertiveness and courtesy of the people.

2. Helping people to make their own rights and the rights of others to recognize and accept.

3. A reduction in the expression of affective and cognitive barriers (Braveness practice), as illogical thinking, anger, guilt and extreme anxiety.

4. Develop assertiveness skills through active training methods.

May exercise directly (play) or indirectly (through observation models that exhibit) is learned (Forgass 1986, translated by Beigi and Firoozbakht, 1994).

**Assertiveness training methods**

Group and individual expression is done in two ways. The methods and techniques both are common methods. Assertiveness training is often done in groups (Rattus, 1972 McFaul and Marston, 1970, quoted by Walker et al. 1991).Lank and Jakobsky (1976 quoted by Walker et al. 1991) 4 different styles for assertiveness training group have identified:

1. Practice-based groups in which members of preset assertiveness training exercises and role playing.

2- Groups in which the subject is focused on assertiveness in certain situations.

3- Semi-structured groups of assertiveness training, role play with other procedures such as the above discussion, the winner of knowledge, values clarification, parent effectiveness training or Transactional Analysis dramatist use.

4-groups without making the action on whatever you choose to attend certain members on the work, the different methods used.
Assertive behavior modeling methods in teaching, practice, behavior, role playing, feedback, determine household and similar use. Therapists often are a combination of 2 or more methods to apply assertiveness training. Some of these methods are independent, and some of them are considered complementary methods. A clearer explanation of the treatment methods described here.

- Model

Modeling of behavioral counseling techniques based on social learning theory and principles based conditions. The technical consultant with references to actions and patterns of behavior suitable to your clients learn through imitation (Shafiabadi 1380). With the development of social learning theory, instructional methods, assertiveness and social skills training has evolved. According to Bandura can often feelings and emotions, body language, verbal and verbal modes of teaching by example and transmit (ARkovish 1981 quoted Jalali, 1998).

- Conduct training

This technique is used as the method of assertiveness training. In the way of rehearsing, the consultant take the anxiety aroused and urges the authorities to respond and react in front of him and then gradually modified his response deals and better and more constructive responses to actually teach him (Shafiabadi 2001). Bandura believes that exercise can be hidden by the response, verbal response and motor response was. Hidden in the cognitive response to a specific event is an embodiment. Social skills training when the authorities want to take advantage of the power of visualization or reactions typical of that seen in the mind rebuild. With the expansion of hidden or visualization to take a verbal response. Frequently talking about, providing solutions and results of proposed solutions, providing timely responses to reinforce references.

2 Although the response has been learned can be applied independently, but they can also take into account the stage of preparation for motor responses.

- Role play

Play the role requires that the person or authority in a position between the fictitious personal acts, assuming that his responses are similar responses occur in the natural environment. You can play with your skills (such as staring) or extensive skills assessment and training as expressionism. Usually requires that the client is in a position to play the role of the individual design, or other person (therapist or collaborators) which responds to engage in a certain way. For example, for the evaluation or education authorities signified to him that he cannot imagine the restaurant and the food is very expensive to order, then the therapist acts as a valet who put food on the table almost burnt. References verbal and nonverbal responses, verbal skills put him in the position indicated (block and Horson, skilled translator by Maher and Izadi 1999).
Feedback is one of the key factors that will help in correcting the behavior of customers, informing them of the outcome of your actions (Ramadan, 1995). After each exercise the authority provided positive feedback. In addition, feedback form and strengthen motivation for subsequent efforts aimed (Ramadan 1994).

- Home practice

In agreement with the authorities, the obligations they have to do in your real life are determined. Assignments may be required for assessment or treatment purposes. For example, the evaluation of homework, you can conduct your own review or complete the questionnaire included. Assignments of treatment often involve the continuation of the way in which the client has received treatment in formal session. Cognitive restructuring techniques such as exercise, relaxation exercises, stop thinking (Horso and block translation by Maher and Izadi, 1999).

**Review of literature**

- Shehni Yeelagh and colleagues (2006) in a study of high school students in second grade Ahwaz was concluded that cognitive-behavioral therapy and behavior management in reducing their Negligence effect of transition.

- Savari (2009) in a study entitled "Effect of Time Management skills and behavior management to reduce Negligence education", he concluded that both methods have been effective in reducing school Negligence between the two methods in terms of impact Mark, there was no significant difference.

- Simarian (2009) in a study entitled "The impact of self-control and self-regulation Ignorance school girls in Tehran", came to the conclusion that self-control training in reducing the negligence of the school has been effective.

- Shirafkan and Zayryan (2010) in a study entitled "Comparison of the efficacy of cognitive-behavioral training and time management skills and perfectionism negligence on the students' Concluded that negligence and perfectionism in cognitive-behavioral and learning time management skills is compared with the control group significantly decreased. But between the two groups in terms of reduction of negligence and perfectionism significant differences were found.

- Bigas, and Felton (1973) and Schaefer (1973), 44% of those enrolled for college, Procrastination is not targeted to poor study habits and their relationship (quoting Haskins, 1988).
- Studies Miller, Wavre, and Ssb (1974), Zysat, Rosenthal, and White (1987) showed that the problem of procrastination, time management and study skills are impaired (quoting Haskins, 1988).

- Solomon and Ratblom (1984) showed that people Negligence addition to poor study habits Time management skills are also important. They also suggest that a defect in the habit of negligence or organize study time, but the complicated relationships of components of cognitive, emotional and behavioral. Especially the emotional aspects of negligence associated with mood (Espada, Hugh, Nikcevic, 2006); Cognitive aspects of illogical and irrational focus (Blunt, and Pykayl, 2005), and behavioral components Negligence and delayed emphasis on behavioral study (Solomon and Ratblom, 1984).

- The Hugh (1988, quoted Shirafkan, and Zayryan, 2010) in a study of the relative effectiveness of behavioral therapy, cognitive behavioral (stress reduction), and study skills to students compared negligence. Although a positive change to reduce stress group compared with the behavioral and skills but showed no significant changes.

Negligence scores declined in all three treatment methods, but none of the treatments were superior to other methods.

- Kenos (2000), a 5-stage framework for overcoming Negligence has to offer. He says that learning new skills and strategy study "it was time", Can reduce Negligence. His five-step framework include: awareness, action, adaptation, acceptance, and realism.

- Pykayl, Maureen, and Salmon (2000) in a study entitled "A Study of University Students study habits", found that students with poor reading skills are more negligence.

- Walker (2000, quoted by Binder, 2000) to evaluate the effectiveness of the six-week counseling program to help students overcome Negligence Shan was designed to pay was performed. His results showed that all three methods are effective in reducing Negligence; the participating students in the treatment group than the comparison group Negligence, Negligence were much reduced. He said that the success of this treatment is the explanation may be that improves the capabilities, values and personal control of the individual, and therefore, to avoid doing homework helps set the style.

- (Shonborg, and Grown Wood, 2001) showed that people who have high Negligence, Reading skills are weak.

- Hooker (2008) investigates the effects of cognitive-behavioral interventions on Negligence high school students to the conclusion that this is very beneficial interventions in reducing Negligence.
(Karas, 2009 by Shams thermal, Safarinia, and Zare, 2010) in the short-term effects of cognitive-behavioral interventions to reduce negligence examined and showed that short-term cognitive-behavioral interventions very effective to reduce negligence.

**Research**

The method of study is experimental with pretest-posttest triple. The population consisted of all third level students in the academic year 2011-12 comprised of 4 Tehran. Sampling, cluster sampling was. That is the first stage of the 22 school districts, one district and then randomly selected from among the 8 schools were private schools. Talkman negligence on the questionnaire was administered to 300 students and 59 schools of Negligence had high scores (one standard deviation above the mean of the group), randomly divided into two experimental groups and one control group were replaced. The experimental group received 10 sessions was taught assertiveness skills. After the testing of both experimental and control groups was used to test the effectiveness of assertiveness skills to be measured. Data were analyzed through statistical analysis of covariance.

**Measuring instruments (questionnaires Negligence Talk man)**

The questionnaire (Talk man 1991, the passenger transportation; 2009) built and consists of 16 items, and a factor that is subject to a multiple certainly not the case, There is a tendency in me, there is a tendency in me and I am sure it would, Responds. The answers are based on the values 3, 2, 1 and 4 are scored. Twelve matter directly and four females (16, 14, 12, 7) are upside down grading. Getting high scores on this scale indicate a high Negligence. Getting high scores on this scale indicate a high Negligence. The questionnaire stale sacred (2003) Translation and the Azad university students Roodehen standardization and reliability 73/0 respectively. Talk man (1991) the reliability of the questionnaire and Kynsvla 86/0 et al (2007) also reported during the study, Cronbach's alpha 88/0 to violence. Shehni summer and colleagues (2006) investigated the validity of the questionnaire through the test correlated with test Schwarzer et al (2000) have determined the estimated value 56/0.

**Analysis of findings**

Assertiveness Skills Training negligence reduces the male high school students. Table 1: Results of ANCOVA comparison of scores on academic Negligence reduction test and control groups in the pretest-posttest with control

<table>
<thead>
<tr>
<th>source</th>
<th>Mean square of Freedom degree</th>
<th>Mean square</th>
<th>F</th>
<th>SIG</th>
<th>Ata square</th>
<th>statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>group</td>
<td>1.337</td>
<td>1</td>
<td>1.337</td>
<td>11.777</td>
<td>.772</td>
<td>.252</td>
</tr>
<tr>
<td>error</td>
<td>3.973</td>
<td>35</td>
<td>.114</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>total</td>
<td>137.966</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To determine the effect of reducing Negligence academic assertiveness skills test and control groups, analysis of covariance was performed. The table above shows that assertiveness skills training is effective in reducing students' academic negligence (F = 11.788, P < 0.05). Thus, the null hypothesis of equality between the means of reducing Negligence academic test and control groups rejected. And said Negligence academic assertiveness skills training to see students who have not had this training is less.

<table>
<thead>
<tr>
<th>groups</th>
<th>mean</th>
<th>SD</th>
<th>distance 95%</th>
<th>minimum</th>
<th>maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>experimental</td>
<td>1.636</td>
<td>.444</td>
<td>1.466</td>
<td>1.446</td>
<td>1.446</td>
</tr>
<tr>
<td>control</td>
<td>2.442</td>
<td>91.1</td>
<td>1.902</td>
<td>2.202</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 indicates the mean of the dependent variable are adjusted; this means that the effect of the test sample is removed. The results show that after controlling for pre-test mean scores decreased Negligence school students in experimental and control groups, respectively (1.636) and (2.072) is obtained; which represents the distance between the groups.

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Group comparison</th>
<th>Mean difference</th>
<th>SD</th>
<th>SIG</th>
<th>distance 95%</th>
<th>minimum</th>
<th>minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce Academic negligence</td>
<td>Experiment-control</td>
<td>-0.036*</td>
<td>.127</td>
<td>.002</td>
<td>-.693</td>
<td>-.188</td>
<td></td>
</tr>
</tbody>
</table>

Considering the results of covariance and confirmed the effects of experimental variables, further statistical analysis, Bonferroni post hoc test was calculated. The results in Table 3 show that, after controlling for pretest differences between experimental and control group in which the dependent variable 436. This value was confirmed statistically (P < 0.05).

**Discussion and Conclusion**

The purpose of this study was to compare the effectiveness of assertiveness training on reducing students' negligence. The method of study is experimental with pretest-posttest triple. The population consisted of all third level students in the academic year 92-1391 comprised of 4 Tehran. Sampling, cluster sampling was. That is the first stage of the 22 school districts, one district and then randomly selected from among the 8 schools were private schools. Talk man negligence on the questionnaire was administered to 300 students this school and 59 students who had high scores Negligence (one standard deviation above the mean group) were randomly assigned to two experimental groups and one control group were replaced. The experimental group received 10 sessions was taught assertiveness skills. After the testing of both experimental
and control groups was used to test the effectiveness of assertiveness skills to be measured. Data were analyzed through statistical analysis of covariance. Results showed that there were significant differences between experimental and control groups, those assertiveness skills, were effective in reducing Negligence. The research hypothesis was confirmed and it was concluded that assertiveness skills training is effective in reducing Negligence school students (F = 11.778, P <0.05). Thus, the null hypothesis of equality between the means of reducing Negligence academic test and control groups rejected and said Negligence academic assertiveness skills training to see students who have not had this training is less. Lai (1986) in their study found that Negligence and behavior may be a result of anxiety, fear of failure, anxiety and stress, develop self-esteem and lower one. Rahimi et al (2006) also showed inhibition and avoidance behaviors are predatory courage and positively correlated with fears, phobias and social anxiety and have a variety of internal aggression. So it can be concluded that assertiveness skills training is effective in reducing students' academic negligence. Since people with low expression of personal autonomy slightly higher And in most cases cannot live in the present or take responsibility for their behavior (Ryndl, Snidrmn, Hagmn, and Pykrz Gale, 1991, quoted Rahimi et al., 2006) It looks like assertiveness skills can have a significant impact on reducing Negligence people. In fact, assertiveness training, social skills training, which forms a more intimate interpersonal, verbal and nonverbal ability to convey emotions, thoughts, emotions, experience high levels of anxiety or guilt, and without violating the dignity of others is. Assertiveness training, self-respect, respect for others and respect for self and others' value systems (Forgass, 1983). Therefore it can be assumed that the degree of assertiveness training reduces Negligence.

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