



## Study the Effect of Mindfulness Education on Academic Negligence in Two Students with High and Low Test Anxiety

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### Abstract

This study was aimed to study the effect of mindfulness education on academic negligence in two students with high and low anxiety that were placed in two experimental and control group. Population of this study consisted of all sixth-grade female students who were studying in the academic year of 2017-2018 in Mazandaran Province. The random sampling method was used to select participants and at the end, 60 students were selected randomly to be placed in four groups. Two control and experimental groups with high anxiety students (n=30) and two control and experimental groups for low anxiety students (n=30). Solomon's academic negligence questionnaire and Spielberg exercise anxiety inventory was used to collect data. The results showed that there is a significant difference in terms of effectiveness of mindfulness education on academic negligence in two students with high and low test anxiety. It means the effectiveness of mindfulness education on academic negligence in students with high anxiety was more than students with low anxiety. Based on the results achieved, it can be said that text anxiety as the moderator variable has an effect on decreasing of students' academic negligence. It is suggested to consider text anxiety in mindfulness education on academic negligence.

**Keywords:** mindfulness, test anxiety, academic negligence, student

### Introduction

One of the important issues in the field of educational planning and academic achievement is giving attention to psychological dimensions. One of these

dimensions is "procrastination", which is a common practice in educational environments (Gazideri, Gholamali-lavasani, and Eghei, 2016). Procrastination affects the performance of millions of people (Zobeidi and Hajalizadeh, 2017). Procrastination, in fact, refers to deferring of work and it is prevalent in many societies. This habit is usually associated with delaying of work or responsibility (Moltafet and Ranjbar, 2016). Researchers believe that procrastination is a form of human intrinsic desire that can lead to adverse and irreversible consequences by preventing progress and access to goals (Kim and Seo, 2015). Steel (2007) states that procrastination has a variety of forms. One of the most common one of procrastination is academic procrastination. Klassen, Krawchuk, and Rajani (2008) define academic procrastination as a behavioral problem in delaying tasks that need to be done and accomplished. Research shows that academic procrastination is one of the key challenges for most students (Mitra-chehrzad and et.al, 2017; Balkis, 2013). This problem is very common among students and has a very negative impact on learning and academic achievement (Karatas, 2015). Statistical reports say that between 80% and 95% of students are involved with academic procrastination behaviors and the prevalence of this behavior is increasing

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