

The causal relationship between cultural intelligence and academic vitality with self-directed learning through academic procrastination

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Introduction

Most societies today are undergoing educational reform because the need for self-study and which is essential in today's vibrant, transformed world of knowledge. Increasing production of knowledge, information and technology advances have made the knowledge life very short. It also necessitates the complexity of today's life and the unforeseen emerging issues, the overwhelming need for students to learn lifelong and to take immediate measures. Therefore, in order to overcome these conditions, instead of transferring a set of information to students, they must become self-directed learners who are up-to-date in learning, independent and autonomous in the field of science and knowledge. Self-directed learning enables students to update their knowledge and competencies even after leaving the formal education system. The purpose of this study was to test the causal relationship between cultural intelligence and academic vitality with self-directed learning through mediating role of academic procrastination in female students of Islamic Azad University of Dezful.

Method

The research method was descriptive and correlational. The statistical population consisted of all female students of Islamic Azad University of Dezful, among whom 354 were selected by stratified random sampling method. Fisher et al self-directed learning questionnaire, (2001), Dehgani

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Zadeh and Hossein Chari academic vitality Questionnaire (2012), Solomon and Rathblum Academic Procrastination (1984), and Ang et al.'s Cultural Intelligence (2004) were used to measure research variables. The proposed model was evaluated using path analysis.

Results

The results showed that in the whole sample, all path coefficients between variables were statistically significant. In addition, the direct paths of cultural intelligence, academic vitality, and academic procrastination to self-directed learning were statistically significant. Also, the direct paths of cultural intelligence and academic vitality to academic procrastination were also significant. On the other hand, the results showed that the indirect relationship between cultural intelligence and academic vitality with self-directed learning through mediation role of academic procrastination was significant.

Conclusion

The results showed that self-directed learning seems to be a phenomenon that is influenced by many factors such as cultural intelligence, academic vitality and academic procrastination.

Keywords: cultural intelligence, academic vitality, self-directed learning, academic procrastination

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