

## عنوان مقاله:

Mediating Role of Perceived Academic Stress in Relationships of Self-compassion and Self-regulation With Academic Well-being in Female Students

## محل انتشار:

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## نویسندگان:

.Zahra Shirmohammadi - Department of Psychology, Ahvaz Branch, Islamic Azad University, Ahvaz, Iran

.Zahra Eftekhari Saadi - Department of Psychology, Ahvaz Branch, Islamic Azad University, Ahvaz, Iran

.Marzieh Talebzadeh Shoushtari - Department of Psychology, Ahvaz Branch, Islamic Azad University, Ahvaz, Iran

## خلاصه مقاله:

Background and Purpose: Stress, academic failure, and low academic achievement of learners are among the major problems in their academic lives and the education system of each country. The present study aimed to investigate the mediating role of perceived academic stress in relationships of self-compassion and self-regulation with academic well-being in female students in Kermanshah City, Iran. Materials and Methods: The research method was descriptive-correlational. The statistical population included all the female senior high school students of Kermanshah, within the ۲۰۲۰-۲۰۲۱ academic years. The random cluster sampling method was employed to select ۲۱۶ students who completed the academic well-being, self-compassion, self-regulation, and perceived academic stress questionnaires. Path analysis and bootstrap method were adopted to evaluate the proposed model and test indirect relationships, respectively. Results: The results indicated that all direct paths were significant ( $P < 0.001$ ), except for the path from self-compassion to academic well-being. The relationships of indirect paths were made significant through the mediating role of perceived academic stress in academic well-being ( $P < 0.01$ ). Conclusion: According to the research results, perceived academic stress had a mediating role in the relationship between self-compassion and self-regulation with academic well-being in students; thus, it can be useful for developing and designing specific plans to prevent academic failure and improving academic well-being of students.

## کلمات کلیدی:

Psychological well-being, Self-compassion, Self-control, Stress, Students

## لینک ثابت مقاله در پایگاه سیویلیکا:

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