

# **The Relative Contribution of the Mindfulness and Cognitive Load and Some Demographic Variables in Predicting the Academic Procrastination in Student Teachers**

## **Abstract**

The current research aimed at knowing the Contribution of the Mindfulness, Cognitive Load and some demographic variables in Predicting the Academic Procrastination of the student teachers. In addition to exploring the effect of the interaction of the variables of gender (males, females) and the type of the faculty type (practical, theoretical) on the total score of mindfulness, cognitive load and academic procrastination among the student teachers. The participants consisted of (213) student teachers in the faculty of education, Fayoum University. The researcher employed many statistical techniques such as Exploratory Factor Analysis and Stepwise Regression Analysis. The research results showed that there are statistically significant effect of the type of gender on the total score of mindfulness in favor of males, The results also showed that there are statistically significant effect of the type of the faculty type on the total score of cognitive load in favor of theoretical type. In addition, there are statistically significant effect of the type of gender on the total score of academic procrastination in favor of males. However, there is a statistically there are a statistically significant effect of the interaction of the variables of gender and the type of the faculty type on the total score of academic procrastination in favor of practical males. The research also found that each of mindfulness, intrinsic and extraneous cognitive load, gender and type of the faculty in predicting academic procrastination of the participants. The results are discussed in light of the psychological literature and the previous studies.

**KEY WORDS: Mindfulness, Cognitive Load, Academic Procrastination and Relative Contribution.**