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Student Self-Ratio on Reasonable Levels of Academic Procrastination

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Abstract: Current study offers theoretical underpinning of academic procrastination problem under consideration in University students' environment against student self-ratio phenomena. An assumption has been made concerning students' self-ratio procrastination aptitude nature: this nature will have its aspects, caused, notably, by evident risk appetite. In order to confirm the assumption an empirical study of self-ratio rates and risk appetite in various student groups with different academic procrastination level has been performed. We used psycho-diagnostics and mathematical statistics method for empirical data treatment. General results of empirical research held by the author are presented in this study. These results state: self-ratio of students with low and average academic procrastination level is generally positive and well-formed and its positivity level is inversely proportional to students' distinctive procrastination aptitude in relation to student procrastination intussusception as factor non grata; self-ratio of students with high academic procrastination level is characterized by low integration level and variability of self-sufficiency and risk appetite such academic procrastination bears defensive nature as evidenced by direct correlation with self-respect, risk appetite, procrastination and ego social desirability current research and attained results may serve as reference points for developing psychological correction programs for students with procrastination aptitude.

Key words: Academic procrastination, self-ratio, risk appetite, ego social, inversely

INTRODUCTION

Procrastination phenomena has long practical history and is mentioned in ancient documents (Steel, 2007), however, scientific activity on this phenomena study begins in 1970's. General definition for procrastination is willing postponement of certain activity performance despite admitting the importance of that activity for oneself and possibility of inversed consequences in case of activity inexecution (Lay, 1986).

Main field of procrastination manifestation, along with professional activity, resolving family issues and health care is educational field where current phenomena received a special name-academic procrastination.

According to Karlovskaia and Baranova (2008) in most cases procrastination bears such consequences as academic performance and effectiveness downtrend as well as neurotization progression and general well-being deterioration. Other researches confirm that aside from academic performance downtrend, procrastination leads to anxiety level stiffening and ofte -to inferiority complex formation and rejecting further education (Mokhova and Nevriueev, 2013). Such data confirms practical relevance of student procrastination phenomena research.

So what causes academical procrastination? Recent researches show that illnesses social and family issues lack of interest and motivation, laziness, learned helplessness, overconfidence and external distractions effect procrastination aptitude (Mokhova and Nevriueev, 2013).

Thus, academic procrastination research results show that this phenomena is caused by external parameters as well as student personal qualities. University training process implies acquiring professional knowledge and skills as well as developing soon-to-be specialist's personal qualities for which molding the ego image is an important constituent.

Many researches on procrastination problem give notice to relation between procrastination aptitude and self-ratio. These researches agree that over-confidence may cause action performance postponement (Mokhova and Nevriueev, 2013; Perry, 2012; Sokolowska and Behavioral, 2009); yet, they agree that procrastination can be caused by lack of self-confidence and low self-image (Mokhova and Nevriueev, 2013; Perry, 2012). This is the very statement which defined current research objective: to verify the nature of self-ratio for different academical procrastination level students.

Theoretical grounds of the research: In her research Sokolovska (2009) cites such data: the more self-confident and certain of their learning effectiveness the students are the higher the possibility they will postpone performing educational tasks and prepare for exams at the nick of time.

N. Khusein and S. Sultan also agree that student overconfidence often serves as academic procrastination reason, yet they emphasize that procrastination development leads to inversed self-ratio and even inferiority complex formation (Mokhova and Nevriueev, 2013).

Perry (2012) defined two fundamental types of procrastinators in his research on general procrastination: "relaxed" and "strained". He describes "relaxed" type as the one avoiding inversed emotions caused by activities they postpone by justifying themselves one way or the other; meantime "strained" procrastinators are less unambiguous. They may postpone action performance due to excessive self-criticism and being unsure of themselves as well as because of a peculiar superiority complex which is a defensive mechanism (Perry, 2012).

Consequently, people with procrastination aptitude may show signs of inversed as well as positive self-ratio. Still, combination of student overt procrastination and overconfidence is the cause for defining the nature of their self-ratio.

An idea expressed by Chu and Choi (2005) seems rather interesting they name human urge for creating emotional tension which, in return, leads to all inner strength mobilization, concentration and psychical processes' activity increase one of the reasons for overt procrastination. These were the grounds for initiating an assumption about a personal quality involvement such as risk appetite in student self-ratio in relation to academic procrastination phenomena.

Self-ratio concept by Pantileeva (1993) was chosen for theoretical student self-image construct; according to this concept self-ratio is defined as general stable feeling of a person concerning oneself and based on ego inner sense expression. Empiric research we held on self-ratio scope enabled us to unravel three general factors forming self-ratio structure. Thus, "self-respect" factor is represented by "Ego social desirability"; "self-guidance", "self-confidence", "mirror self-ratio". "Self-affection" factor refers to "self-liking", "self-value" and "self-acceptance". "Self-depreciation" factor dates back to "inner conflict proneness" and "self-accusations". We also emphasize that human activity nature is affected by regulatory influence being personality-to-ego relation structure specifity as well as self-ratio content aspect aspects.

MATERIALS AND METHODS

In order to perform this empirical research a psycho-diagnostic area with the following methods was formed: "Academic Procrastination Scale (APS)" Mccloskey) (2012), "Self-ratio Research Methodology" (Pantileev, 1993), "RSK Questionary for Risk Appetite Predisposition" (G. Shubert) (modified version).

Students of different Universities (Career trainings) functioned as test subjects for the research. Test subjects' age 19-23 years. Total research subject poll included 168 people with various academic procrastination intensity level.

In order to determine aspects of self-ratio against risk appetite aptitude in the context of procrastination aptitude, 3 groups of 30 with different level of academic procrastination were formed from the poll (1 group low level; 2 group medium level and 3 group high procrastination level); statistics data have been used for student t-criteria research data comparison.

In order to determine the nature of academic procrastination, self-ratio and risk appetite relation, Pierson linear correlation coefficient account was held.

RESULTS AND DISCUSSION

After the initial psycho-diagnostic data processing, calculations of actual Student t-criteria data were held in order to compare research data in student groups with different level of academic procrastination and also to derive arithmetic mean (X-average) and variation coefficient on each group data. X-average on each variable was compared against estimation scale, granting us the ability to estimate research parameter load for each group considering its variability. The results of these calculations allow us to describe different group student self-ratio in the context of research data load.

Variability coefficient analysis according to all research group data showed that the highest variability (38 and 34%) belongs to "self-confidence" and "risk appetite" accordingly in group 3 ("procrastination apt"). As for the other data, variability coefficients are less distinct in all three groups which allows us to conclude on relative group uniformity concerning these parameters and on ability to describe them using X-average distinction.

"Ego social desirability" data in group 1 ("procrastination non-apt") belonged above average in value range in group 2 ("average procrastination aptitude") it was on average level and in group 3 ("procrastination apt") we found it below average. Aside from that statistically significant differences were discovered in this index variability for 1 group students in comparison to 2 group students ($p<0.05$) and to 3 group ($h<0.01$). It signifies that low academic procrastination students are far more inclined to adopting external rules

and regulations and consequently are more social approval oriented than students of other groups who are more procrastination apt.

"Overconfidence" data are above average in all three groups, moreover it is closer to high data diapason in group 1, unlike group 2. As we have shown earlier, these data are strongly variable in group 3, unlike group 1 and 2 and it ranges from below average to above average data. Statistically, significant index differences between groups have not been discovered, but actual t-criteria data distinction allows us to assume a certain difference tendency on these data between group 1 and groups 2 and 3.

As for "self-guidance" data, all three groups of students show around average, yet they are a bit above average in group 1 and 2 whereas in group 3 these data is closer to the lower border of the average scale. Statistically significant data differences between groups have not been discovered as well but actual t-criteria data distinction also allows us to assume a certain difference tendency on these data between group 1 and 2 and group 3.

In all three groups "mirror self-ratio" data have almost similar value and are above average but closer to the lower border of the average scale.

Thus by factor differentiation "self-respect" including "ego social desirability", "self-confidence", "self-guidance" and "mirror self-ratio" scales, different level academic procrastination test subjects can be given the following characteristics:

- The group students ("procrastination non-apt") much stronger then others assimilate external rules and look to social approval, they are convinced they are self-confident enough to feel like masters of life, capable of ruling it; also they think they are able to encourage fellow-feelings and respect
- The group students ("average procrastination aptitude") demonstrate a much lesser eagerness to assimilate external rules, consequently, they don't look to social approval much; still they think they are able to encourage fellow-feelings and respect, they carry themselves as self-confident people capable of ruling their lives
- The group students ("procrastination apt") assimilate external rules and look to social approval very little, below average, they have different level of self-confidence, yet they almost share the same beef on being able to encourage fellow-feelings and approval; yet they consider themselves to be active subjects of their life less then other groups students

"Self-value" index is high for all three groups and is almost invariable. "Self-acceptance" index has similar distinction in groups 1 and 3. Still, index for group 2 is a bit higher (tendency to excel) in comparison to group 1 and statistically much higher ($p<0.05$) in comparison to group 3. In estimation scale, all three groups show indexes in above average diapason.

"Self-affection" index is averagely defined for group 1 and 2 but its closer to diapason lower limit in group 3 it is below average, closer to upper diapason limit. However, significant differences for current index were not found in all three groups.

Student "auto-appeal" factor including "self-value", "self-acceptance" and "self-affection" value scales for different procrastination aptitude level demonstrate the following characteristics:

- The group students ("procrastination non-apt") are convinced they are valuable to themselves and to others, generally they treat themselves with fellow feelings, accept themselves for what they are and yet they admit possibility of advancement and changes
- The group students ("average procrastination aptitude") are also convinced they are valuable personalities and despite their self-acceptance bear a flavor of complacency, they are also opened for changes
- The group students ("procrastination apt") as well as first group students threat themselves with fellow feelings and accept themselves, they are deeply convinced of their ego value; yet, more then others they would welcome changes to their personality

Indexes of "inner conflict proneness" and" self-accusation" are below average for all three student groups. Despite not having discovered statistically significant differences for these indexes, 3 group stands out being most defined on these indexes and 2 group being the less defined.

Thus on "self-depreciation" factor, including "inner conflict proneness" and "self-accusation" value scale for different procrastination aptitude level demonstrate the following characteristics:

- The group students ("procrastination non-apt") demonstrate rather moderate self-accusation and inversed self-image aptitude with relatively low level of self-analysis which may be a symptom of problem denial and surface vanity
- The group students ("average procrastination aptitude") show an even lesser self-accusation aptitude and inversed emotions about themselves, meanwhile closedness and complacence are rather distinct in their midst

- The group students ("procrastination apt") in comparison to other groups shows higher indexes on "inner conflict proneness" and "self-accusation" scales, this is the very closeness to average index diapason which signifies most optimal current factor distinction, since its continuum lies between excessive self-analysis and inversed self-ratio on one hand and full closedness, inversed self-image denial and "tunnel vision" concerning ego-on the other

X-average on "risk appetite" lies in average diapason for all three groups. Yet as we have already mentioned before for 3 student group ("procrastination apt") this index is most variable, it shows diapason from below average to above average. This fact enables us to assume, that current student group risk appetite may define their self-ratio and the way it influences their academic procrastination.

Pierce linear correlation coefficient calculation have been made for defining the nature of different academic procrastination level students' self-ratio for each group. Significant correlation between them have been chosen ($p<0.05$; 0.01; 0.001) and correlative columns have been built to mark index intensity and nature for each student group.

Figure 1 shows research data correlation column for 1 student group ("procrastination non-apt"), into which all data except "risk appetite" were included; that signifies no distinct connection between risk an the nature of self-ratio for current student group and its relation to academic procrastination.

"Self-respect" factor including "Ego social desirability", "self-confidence", self-guidance" and "mirror self-image" is well formed for current student group: direct correlation of these indexes shows it.

"Self-depreciation" factor, including "inner conflict proneness" and "self-accusation" is also represented by strong direct connection between them.

"Auto-appeal" factor, including "self-value", "self-acceptance" and "self-affection" indexes turned to be lass formed; connection between them is logical, yet indirect. "Self-value" index turned to be closer to "self-respect" index then to itself. "Auto-appeal" factor being represented by direct connection between "self-acceptance" and "self-affection" without direct connection to"self-value" signifies that accepting oneself as a friend, positive self-image unrelated to ego value comprehension may carry groundless nature should this tendency prevail it will cause greater reluctance to self-change.

All three self-ratio factors are logically connected, yet should we look to the most pronounced index correlation

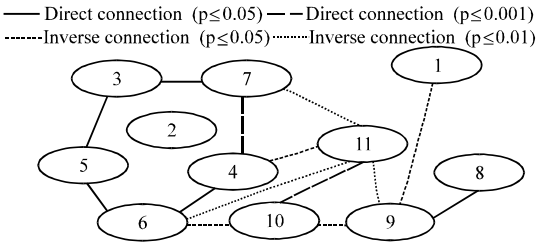

Fig. 1: Data correlation column for 1 group students ("procrastination non-apt"): 1: academic procrastination; 2: risk appetite; 3: Ego social desirability; 4: self-confidence; 5: self-guidance; 6: mirror self-image; 7: self-value; 8: self-acceptance; 9: self-appeal; 10: inner conflict proneness; 11: self-accusation

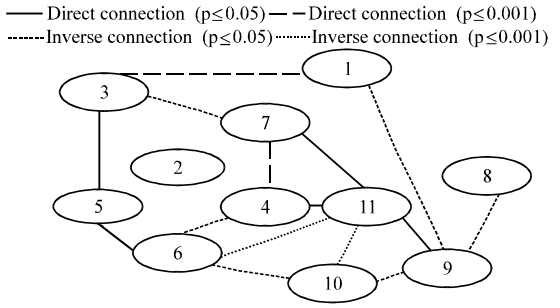

Fig. 2: Data correlation column for 2 group students ("average procrastination aptitude"): 1: academic procrastination; 2: risk appetite; 3: Ego social desirability; 4: self-confidence; 5: self-guidance; 6: mirror self-image; 7: self-value; 8: self-acceptance; 9: lf-appeal; 10: inner conflict proneness; 11: self-accusation

analysis ($p<0.01$ and $p<0.001$), it will show the following: even a slight self-accusation aptitude raise may cause inner conflict and inner change craving proneness to increase; it can decrease social fellow feeling sensation and Ego value for oneself.

The fact that "academic procrastination" index turned out to be negatively related to "self-affection" index and to all self-ration system through it seems very important. It signifies that the more procrastination acts these students discover, the more inclined they get towards the need of self-change and, consequently, they see procrastination as something undesirable.

Figure 2 shows research data correlation column for 2 student group ("average procrastination aptitude"). Similar to group 1, all data except "risk appetite" were included that signifies no distinct connection between risk an the nature of self-ratio for current student group and its relation to academic procrastination.

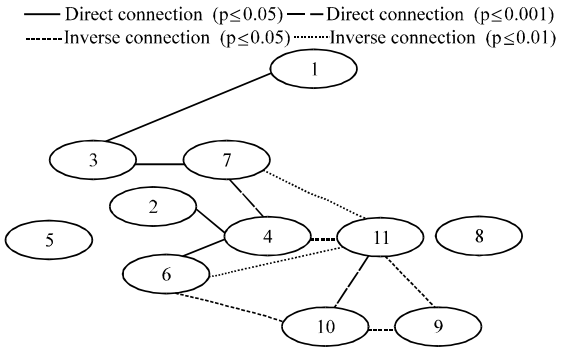

Fig. 3: Data correlation column for 3 group students ("procrastination apt"): 1: academic procrastination; 2: risk appetite; 3: Ego social desirability; 4: self-confidence; 5: self-guidance; 6: mirror self-image; 7: self-value; 8: self-acceptance; 9: self-appeal; 10: inner conflict proneness; 11: self-accusation

According to certain factors self-ratio nature shows similarity to 1 group self-ratio. The only difference is inversed relation between "academic procrastination" and "ego social desirability". Considering these students are more procrastination apt then 1 student group, such non grata procrastination promotion by social component seems completely logical.

In research data correlation column for 2 student group, aside from "academic procrastination" inversed correlation with two "auto-appeal" factors (like in group 1), acknowledgment of procrastination factor aptitude in oneself influence on "self-respect" factor is present Thus, possible procrastination aptitude increase for 2 group students may cause far greater changes in self-ratio system in comparison to group.

Figure 3 shows research data correlation column for 3 student group ("procrastination apt").

"Self-respect" factor including "ego social desirability", "self-confidence", self-guidance" and "mirror self-image" is insufficiently formed for current student group. It is proved by the fact that only three factors of four are connected, two of them indirectly. It seems important that self-respect in this group is not based on "self-guidance" which reflects a persons assurance in being capable of ruling his activities and his entire life. Direct correlation between "risk appetite" index and "self-confidence" index seems to be interesting. Should we take into consideration such facts as "self-confidence" being directly connected to most important "self-value" factor, we would see that "self-respect" factor for procrastination apt students is of the following nature: the more distinct risk appetite is, the more self-confident and Ego-value confident the student gets as well as assurance of being sociably desirable and able of encouraging fellow feelings and cause respect.

"Self-depreciation" factor, including "inner conflict proneness" and "self-accusation" just like in two other groups is represented by strong direct connection between them is logically bound to "self-respect" factor index.

"Auto-appeal" factor, including "self-value", "self-acceptance" and "self-affection" indexes turned to be unformed; connection between "self-value" and "self-affection" is indirect, connection to "self-acceptance" is lacking. Such situation does not allow us to state the validity of auto-appeal for procrastination apt students.

The fact that for current group students self-ratio turned out to be directly connected with academic procrastination through "Ego social desirability" index seems significant, is rather peculiar.. Unlike other groups, where procrastination is introduced as undesirable, group 3 students demonstrate approving attitude towards it which may signify about defensive self-ratio.

Absence of such important aspects as confidence in being able to control their lives and eagerness to take things for what they are along with direct correlation of self-respect to risk appetite and direct correlation of social desirability to procrastination aptitude enables us to define 3 group students' self-ratio as weakly formed with signs of psychological defense.

CONCLUSION

Based on empirical research result analysis we feel apt to give general self-ratio characteristics for different academic procrastination level students.

The 1 group students ("procrastination non-apt") treat academic procrastination as undesirable, accept outer rules and look for social approval; they are self-confident, consider themselves capable of ruling their lives and to encouraging fellow feelings and respect. They are fully aware of their Ego value for themselves and for others, they are friendly to themselves, accept themselves for what they are, yet they adopt possibilities of advancement and changes. This group students are almost non-apt to self-accusations and inversed self-image and together with low self-analysis level it may tell us about denial problem tendency and surface vanity. Self-ratio system seems well-formed, procrastination aptitude intensity will define self-ratio aspects for current group students.

The 2 group students ("average procrastination aptitude") are much less inclined to accept outer rules and

look for social approval; yet they consider themselves able to encourage fellow feelings and respect; they see themselves as self-confident people, capable of ruling their lives. They are convinced of their Ego value and though their self-acceptance has a flavor of self-contentment, they also adopt possibilities of self-advancement. This group students are even less apt to self-accusations; yet closedness and vanity aptitude seems rather obvious. According to certain factors, self-ratio nature shows similarity to 1 group self-ratio, yet procrastination aptitude involvement in the nature of group 2 student self-ratio is represented by inversed procrastination correlation to self-change, as well as it being opposed to ego social desirability.

The 3 group students ("procrastination apt") are less then others inclined to accept outer rules and look for social approval; more then others they consider their lives to be exposed to outer circumstances; they have different level of self-confidence yet they expect approval from people around them. They threat themselves with fellow feelings and accept themselves, yet, more then others they would welcome changes to their personality. Greater self-accusation intensity and inner conflict proneness is typical of them. Risk appetite has the strongest variability for current student group: from below average to above average index. Unlike other groups, where procrastination is introduced as undesirable, group 3 students demonstrate justifying attitude towards it. Absence of such important aspects as confidence in being able to control their lives and eagerness to take things for what they are, along with direct correlation of self-respect to risk appetite and direct correlation of social desirability to procrastination aptitude enables us to define 3 group students' self-ratio as weakly formed with signs of psychological defense.

Summary: Consequently, the results of current empirical research showed aspects of self-ratio for different academic procrastination level students. Differences in procrastination aptitude index involvement in various student group self-ratio have been discovered.

Risk appetite aptitude role has been defined against self-ratio for high academic procrastination level students. Recent research an results attained may serve as road map for psychological support program for students, apt to academic procrastination.

Further academic procrastination and student self-ratio research seems promising in the context of their professional identity and future professional activity motivation.

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