INVESTIGATING THE RELATIONSHIP BETWEEN SELF-ESTEEM AND STRESS COPING STYLES WITH STUDENTS' PROCRASTINATION

INVESTIGAR A RELAÇÃO ENTRE AUTO-ESTIMA E ESTILOS DE ENFRENTAMENTO DO ESTRESSE COM A PROCRASTINAÇÃO DOS ALUNOS

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Abstract. The aim of this study is to investigate the relationship between self-esteem and stress coping styles with students' procrastination. The statistical population of the study is all high school female students in Mashhad City in the academic year of 2018-2019. Due to the high volume of the population, using the Karajsi and Morgan (1970), the sample size was 384. Subjects answered three questionnaires that are: Rosenberg Self-Esteem Scale (1965), Andler and Parker's Stress Dealing Styles (1990), and Solomon and Rothblum Academic Procrastination (1984). Pearson Multiple Correlation coefficients were used for analyzing the data. The results showed that between self-esteem with procrastination and avoidance coping style with procrastination, is a significant relationship ($p < 0.05$). Both of the self-esteem and the avoidance coping style variables are procrastination's predictions ($p < 0.05$). In other words, the lower self-esteem and the more avoidance coping styles of a person is, the more procrastination they show.

Keywords: self-esteem; stress coping styles; procrastination.

Resumo. O objetivo deste estudo é investigar a relação entre a autoestima e os estilos de enfrentamento do estresse com a procrastinação dos alunos. A população estatística do estudo são todas as alunas do ensino médio em Mashhad City no ano letivo de 2018-2019. Devido ao grande volume da população, utilizando o Karajsi e Morgan (1970), o tamanho da amostra foi de 384. Os sujeitos responderam a três questionários que são: Rosenberg Self-Esteem Scale (1965), Andler e Parker Stress Dealing Styles (1990), e Solomon and Rothblum Academic Procrastination (1984). Coeficientes de correlação múltipla de Pearson foram usados para analisar os dados. Os resultados mostraram que entre a autoestima com procrastinação e o estilo de enfrentamento da evitação com a procrastinação, existe uma relação significativa ($p < 0,05$). Ambas as variáveis de autoestima e de estilo de enfrentamento de evitação são previsões da procrastinação ($p < 0,05$). Em outras palavras, quanto mais baixa a auto-estima e mais evasivas são os estilos de enfrentamento de uma pessoa, mais procrastinação ela mostra.

Palavras chave: autoestima; estilos de enfrentamento do estresse; procrastinação.

INTRODUCTION

The "underachievement" issue is one of the oldest and most well-known educational problems and has been referred to as the scourge of education. This issue has been raised in all countries, whether developed or growing, and has particularly manifested itself at all times (Biabangard, 2013).

One of the symptoms of students with poor academic performance is procrastination. Procrastination is the tendency to avoid activity, assigning work to the future, and using an apology to justify a delay in doing something. Procrastination includes behavioral, emotional, and cognitive components that are causing all types and forms of it (Howell and Watson, 2007). What has risen the concept of procrastination is the difference in the cognitive, emotional, and behavioral components that procrastinators have. Due to the complexity of its cognitive, emotional, and behavioral components, procrastination has a variety of manifestations, including General procrastination, decision procrastination, psychotic procrastination, obsessive procrastination, and academic procrastination (Balkis and Duro, 2010). This type of procrastination has been defined by the predominant tendency of learners to postpone academic activities, which is almost always accompanied by anxiety. A clear example of this is the postponement of study until the night of the exam, resulting haste that plagues the student.

Some studies, such as Chamber's, Clinic, and Husteich (2010), have shown that one of the variables predicting students' procrastination is self-esteem. Self-esteem is the judgments we make about our worth and the feelings associated with those judgments. Self-esteem is a psychological phenomenon that has a decisive effect on the emotional and cognitive dimensions of human beings and is a strong predictor for life satisfaction and happiness (Stenhaus, 2018). Evidence suggests that low self-esteem is significantly associated with many mental health problems and that most people with mental health problems suffer from low self-esteem (Croce, Pitetti, & Horvat, 2012). Self-esteem is an evaluative and affective dimension

of self-concept. Self-esteem is vital for survival and mental health and it is one of the emotional necessities of life, and without it, many basic needs cannot be met (Mc Kay and Fining, 2009).

Also, the research of Haghi Kalkhoran, Sediqnia, Nouri, and Gholizadeh (2016) showed that another variable related to students' procrastination is their coping style against stress. Coping styles are a set of cognitive and behavioral efforts that are used to change, interpret, and correct a stressful situation and lead to a reduction in the resulting suffering (France and Powers, 2012). Coping strategies refer to the efforts a person does to eliminate, minimize, or tolerate the stress source. We can't always eliminate the stress source, but in some cases, we have to reduce it and in some, we have to endure (Horiuchi et al., 2010). Coping efforts are sometimes in the form of doing a specific task, activity, and action, and sometimes in the form of mental and intra-psychological activities. Thus, it can be said that there are two types of confrontations: problem-oriented coping and emotional coping. In most cases, it is necessary and healthy to use both types of coping with each other (Kaplan and Zadok, 2008). When stressful events occur, various strategies are used to deal with the stressor or the emotions that accompany it to maintain a person's psychological balance (Memar Bashi Aval, 2011). According to the theory of Lazarus and Folkman (1998), coping behaviors in dealing with stress include two processes, Problem-oriented process during which the person is confronted with the problem that is the real cause of the confusion in him, and the excitement process which based on that the person tries to regulate his emotional responses. Due to the inevitability of stress, the use of appropriate psychological adaptation can protect a person from severe stress. The ability in coping with stress and recognizing the right way to deal with stressful changes allow patients to know the sources of stress and how it affects their lives and with the right actions and positions, they can reduce stress and provide peace for their mind (Kohli, Batra and Aggarwal, 2013).

As Mohseni's research (2018) on the role of emotional maturity and self-esteem in predicting academic procrastination in female high school students in Arak City showed, the emotional maturity and self-esteem are negative and significant predictors of academic procrastination in female high school students in Arak City. Also, in the research of Haghi Kalkhoran et al. (2016) examining the relationship between self-regulation and coping strategies with academic procrastination of students showed that there was a significant negative relationship between self-regulation and coping strategies and academic procrastination and there was a significant positive relationship between coping strategies and academic procrastination.

If it is to develop the society and in a specific way the development of education, developing the educational system is to lead on the path of growth, education, and learning and removing obstacles. Therefore, the quality of the educational system is considered as one of the most influential factors in the development of countries because students achieve success in a situation where they use their maximum internal and external strength to achieve the goals of the educational system and obtain the necessary conditions for a successful social life. On the other hand, failure in education will lead to many individuals, social problems, and deviations from achieving the goals of the education system. In this regard, students' academic failure is one of the major problems of educational centers, which not only causes mental and psychological problems for students but also harms society (Biabangard, 2013).

Therefore, it is necessary to study the variables related to procrastination, while predicting the impact of each variable understudy to provide solutions in reducing procrastination and ultimately reduce the academic failure of students, as a result, due to the possibility of using the research results in organs such as Education and Welfare, and considering that coherent research has not been done in this field, to fill the existing research gap, the researcher has decided to examine the relationship between self-esteem and coping styles with students' procrastination.

METHODOLOGY

The method of this research is a descriptive correlation according to the nature of the subject. The statistical population is all the female high school students in Mashhad City, in the academic year of 2018-2019, which are about 40,000. According to the size of the community and using the table of *Karajsi* and Morgan (1970), 384 people were selected as the sample size. The sampling method was clustered, among all the girls' high schools, 7 schools were selected and 5 classes from each school were selected as samples, which at the end, a sample of 384 people were selected and completed the relevant questionnaire. To collecting data, Solomon and Ruth Bloom's (1989) academic procrastination questionnaire and Andeller and Parker's style of coping with stress questionnaire and Rosenberg self-esteem scales questionnaire were used. Data from the questionnaires were analyzed at both descriptive and inferential levels using SPSS software version 20.

A. Solomon and Roth Bloom Academic Procrastination Questionnaire (1989)

This scale was developed by Solomon and Rothblum in 1984 to study academic procrastination in three areas: homework preparation, exam preparation, and semi-annual report preparation. This scale consists of 21 items. In front of each item, there is a range of five options which are: Never with a score of one, Rarely with a score of two, Sometimes with a score of three, Most often with a score of four, and Always with a score of five. In addition to the 21 questions, 6 questions (27, 26, 19, 18, 8, 7) are also considered to measure the two characteristics of "feeling uncomfortable about being procrastinating and wanting to change the habit of procrastination." Cronbach's alpha coefficient has been used to determine the reliability of the academic procrastination scale.

Onuogobozi (2004) from the University of South Florida calculated the Cronbach's alpha coefficient for the three categories of this questionnaire as 0.84, 0.85, and 0.76, respectively. In their research, Jokar and Delavarpour (2007) used factor analysis and correlation of an item with a total score to determine the validity of the educational delay scale. In the preliminary study for factor analysis, the (KMO) value was equal to 0.88 and the correlation of the items with the total test score was reported at a desirable and significant level. This tool has been mostly used in research cases; That's why the manufacturers didn't specify a cut-off point for it. But Hoppe (quoted by Fatehi, 2011) defined a score of 60 and above in this test as high procrastination and a score of 35 and below as low procrastination.

B. Rosenberg Self-Esteem Scale

This scale was developed by Rosenberg (1965) to measure self-esteem and included 10 phrases, 5 of which were positive (items 1 to 5), and 5 were presented negative (items 6 to 10). The scoring method of this scale is as follows: Questions 1 to 5 are in the range of Likert 0 to 3 (from I totally disagree, I disagree, I agree and I completely agree). Also, in questions 6 to 10, the score is reversed. to examine the validity and reliability, Rosenberg (1965) obtained the reliability of the questionnaire using Cronbach's alpha coefficient of 0.93 and in examining the reliability of the retesting test he got 0.85 (Rosenberg, 1965; Quoted by Mohseni, 2018).

C- The Andler and Parker's Stress coping Styles Questionnaire

This questionnaire was prepared by Andler and Parker (1990). This test consists of 48 items, the answers of which are determined by the Likert method from Never (1) to Always (5), and includes the three main areas of coping behaviors: Problem-oriented coping or active problem-dealing to manage and solve it, excitement-oriented coping or focusing on the emotional response to the problem and the avoidance coping or avoiding the problem. The range of variations of these three types of coping behavior is that the score of each of the three coping behaviors, problem-oriented, excitement-oriented, and avoidance is from 16 to 80. The reliability coefficient of the questionnaire was estimated by Horiuchi et al. (2010) for the problem-oriented style of 0.90, for the excitement-oriented style of 0.85 and for the avoidance style of 0.82. Cronbach's alpha was used to obtain the reliability of the Students' Stress Style Questionnaire which in Problem-oriented coping 0.92 for boys and 0.85 for girls and excitement-oriented coping 0.828 for boys and 0.85 for girls, avoidance 0.85 for boys and 0.82 for girls (Qureshi Rad, 2010). The validity coefficient of the questionnaire with stressful situations was obtained through Cronbach's alpha in Soltani Koohbanani and Maleki's research (2012) at a high level (0.81).

RESULTS

In this section, descriptive data of the studied variables are presented of 384 high school students in Mashhad City.

Table 1. Descriptive Findings of Research Variables

variable		average	Standard deviation	The maximum amount	The minimum amount
Self-esteem		29.53	11.571	50	10
	Problem-oriented coping	45.47	18.682	80	16

Stress coping style	**excitement-oriented coping**	49.59	18.259	80	16
	Avoidance coping	49.57	19.525	80	16
Academic procrastination		62.53	24.035	100	21

The information related to the average, standard deviation, and the minimum amount and the maximum amount of the research variables are presented in Table 1.

The most important action before anything is to choose the appropriate statistical method for the research to perform statistical methods and calculate appropriate test statistics and logical inference about research hypotheses. To this end, knowledge of data distribution is a top priority. For this purpose, in this study, the valid Kolmogorov-Smirnov test, which is a type of non-parametric test, was used to examine the assumption that the research data were normal. This test is applied to the predictor and criterion variables to obtain the necessary license to use regression and correlation coefficient to prove the normality of the information. In this test, we check the normality of the data according to the hypotheses. In examining the distribution of predictive variable data and the criterion of whether the data has a normal distribution or not? We have used the Kolmogorov-Smirnov test.

Table 2. Kolmogorov -Smirnov test of predictor and criterion variables

variable		**Z Kalmogrov-Smirnov**	**Significance level**
Self-esteem		1.442	0.301
Stress coping style	**Problem-oriented coping**	1.507	0.201
	excitement-oriented coping	1.513	0.103
	Avoidance coping	1.968	0.634
Academic procrastination		1.610	0.101

Based on the results listed in Table 2 and considering that the significance level is more than 0.05, it can be inferred that the distribution of scores of the studied variables is normal. Thus, to examine the relationship between these variables, Pearson correlation test and stepwise regression are used.

Self-esteem and stress coping styles predict students' procrastination.

To investigate this relationship, stepwise regression analysis was used. The results of regression analysis are reported in Table 3.

Table 3. Standard and non-standard coefficients for predicting procrastination through variables.

Table 3. Predicting step-by-step regression

Pattern	**steps**	**Fixed and variable values of predictor variables**	**R correlation coefficient**	**R2 explanation coefficient**	**Non-standard beta coefficient**	**standard error**	**Standard beta coefficient**	**T value**	**Significance**
Step-by-step	1	Fixed	0.047	0.216	75.586	3.291	-	22.968	0.000
		Self-esteem			-0.448	0.104	-0.216	4.318	0.000
	2	Fixed	0.062	0.249	66.698	4.814	-	13.856	0.000
		Self-esteem			-0.408	0.104	-0.192	-3.912	0.000
		Avoidance coping			0.155	0.062	0.126	2.515	0.012

The results of Table 3 show that in the best prediction model (the second model) it is able to predict the criterion variable (procrastination). The value of the multiple correlation coefficient of the second model is 0.062, which indicates the relationship between the predictor variable and the criterion variable (procrastination). The value of the determination coefficient is 0.249 and indicates that 24.9% of the procrastination changes are related to the predictor variables. Overall, the indicators of variance analysis

showed the significance of regression and the linear relationship between the variables, which confirms a significant level smaller than P = 0.01. Experiments show that the regression model has a good fit with the predictor and criterion variables, and the changes explained by the model are real and not due to chance. The results also show that the beta level of the first model, which is related to self-esteem, was -0.216 which after the entry of the variable of social coping into the regression equation, the rate of self-esteem decreased (-0.196) and also, the beta rate of social coping is equal to 0.126. Due to the column of Significance, both (the beta of self-esteem and avoidance coping) are significant.

The relationship between the variables is further investigated using Pearson correlation coefficient.

Table 4. Investigating the relationship between self-esteem and stress coping styles with procrastination

Dependent variable / **Independent variable**	**procrastination**	
	The Pearson correlation coefficient	**Significance level**
Self-esteem	-0.216	0.000
Avoidance coping	0.156	0.002
Problem-oriented coping	-0.090	0.078
excitement-oriented coping	-0.081	0.115

As the results of Table 4 show, there is a negative and significant relationship between self-esteem and procrastination at the level of 0.05 and between positive avoidance and procrastination, there is a positive and significant relationship at the level of 0.05. The results also show that there is no significant relationship between stress management styles such as problem-oriented coping and emotion-oriented coping with procrastination.

DISCUSSION

This study aimed to investigate the relationship between self-esteem and stress coping styles with procrastination of high school students in Mashhad City. The results showed that there is a significant relationship between stress coping styles (avoidance) and student procrastination. Little research has been found on the relationship between stress coping styles and procrastination; For example, Kandemir (2014) considers academic procrastination to be one of the predictors of coping styles. Sepehrian (2012) announced the significant negative relation between the Problem-oriented coping style and academic procrastination.

Explaining the relationship between stress management styles and procrastination, we can say that in today's life, more than ever, we are witnessing the occurrence of stress and its complications. When psychological pressures affect human biological and psychological aspects, physiological, cognitive, and behavioral functions are impaired and abnormal functions appear. Due to stress, people's thinking patterns are often confused and their memory and concentration problems become difficult. In stressful situations, logical decision making, active search, information, accurate absorption, and understanding are incompletely organized (Guindon, 2013). Coping strategies are divided into two categories: compromised and uncompromising. Uncompromising strategies are ways of coping that create the next problem. Uncompromising confrontation involves the inability to discern and understand what is going on (including irrational and tragic interpretations of the current situation or the physical signs of the situation). An uncompromising strategy is usually to create a vicious circle of increased anxiety, abandonment of social support, anger and hostility, misuse of sedatives, drug use, physical and selective problems "patient role". Avoidance coping and some aspects of tendency coping are considered to be uncompromising methods. Avoidance coping (wishful thinking or fantasy and emotional outburst) is associated with low compromise. Of course, avoidance coping is a good way to deal with stressful factors in the short term and reduce immediate anxiety but in the long run it leads to stress, the main disadvantage of avoidance as a coping strategy is that it diverts the person's attention from the problem to be solved and the person ignores it without solving it. In other words, people who are unable to cope effectively with the stress and harms of life instead of dealing with it effectively, avoid confronting it, they might probably Procrastinate more. It is clear that procrastination is associated with people's not doing and acting, so people who do so usually tend to show the avoidance coping style in facing their life problems.

The results also showed that there was a negative correlation between self-esteem and procrastination. This finding has been consistent with many similar studies, such as the results of research by Zaghibi et al. (2017), Shahabi Nia et al. (2014), Qalaei and Yaghoubi (2013).

In explaining the relationship between self-esteem and procrastination, procrastinating behavior has been associated with a lack of motivation, self-regulation deficit, external control location, perfectionism, state anxiety and trait, fear of failure, lack of self-efficacy and lack of self-confidence (Ackerman and Gross, 2005). Self-esteem is an important part of this explanation; Burka and Yuen (1983) see procrastination as a way to express internal conflict and protect the vulnerable sense of self-esteem.

Some possible reasons for procrastination include appraisal anxiety, difficulty making decisions, rebellion against control, fear of the consequences of success, perceived harassment of task, and perfectionist standards of competence. Research has shown that academic procrastination can be caused by low self-efficacy, high levels of performance anxiety, and less autonomous academic motivation. Also, procrastination may be influenced by personality traits such as procrastination, perfectionism, anxiety about the desired social effect, and low levels of conscientiousness. On the other hand, self-esteem is to value one's worth and importance, to be responsible for oneself, and to behave responsibly towards others. So, people with lower self-esteem are more likely to be procrastinating. These people do not act out of fear of failure, and they show more procrastination.

CONCLUSION

In general, to confirm the findings of this study, it can be said that people who are studying in a particular field, if they believe in their abilities and have a high motivation for academic success, they move towards their goal and they will not delay their educational activities. Therefore, people who choose avoidance coping and avoid facing the harm, do not see the ability to do things in themselves and have less self-esteem, and will also show more procrastination. This study, like other studies, has some limitations, such as the unisex nature of the research sample (girls only) that this restricts the generalize ability of other societies also a large number of questions in the questionnaire may have affected the accuracy of people's responses.

According to the results of the present study, researchers are advised to consider the impact of other factors on procrastination such as psychological factors and to consider different societies such as male and female university students, married and single. It is also suggested that necessary and practical training be provided for students on various methods to reduce procrastination and increase self-esteem to improve students' academic performance.

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