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RESEARCH OF PROCRASTINATION IN CONNECTION WITH STUDENTS' PERSONAL CHARACTERISTICS (ON THE EXAMPLE OF KAZAKHSTAN)

The student's age is the important period in human life during which he/she decides on the professional choice, finds feelings of maturity and identity, plans the future. Educational and professional achievements which strengthen self-confidence and the ability to productive activity are significant, and at the same time put base for successful self-realization in the future. However procrastination at which the person postpones until the moment of "deadline" the most important and modern issues and tasks and also decision-making can become an obstacle for such achievements. Negative consequences are expressed not only in depression of success and efficiency of the person and an obstacle of her development, both in educational, and in professional medium, but also in acute emotional experiences of own failure, sense of guilt, dissatisfaction with results of the activity. The problem of procrastination is investigated in domestic science quite recently, and there are practically no unambiguously established reasons causing predilection "to put away for later". In this regard there are questions that influences developing of procrastination at students whether personal characteristics of students are bound to it. This research is referred on finding answers to the matters.

Objective of research was a theoretical and empirical research of features of procrastination at students with various personal characteristics. We had a hypotheses that there is an interrelation between procrastination level at students and their personal characteristics. We used 4 methods to reveal connection between procrastination and personal characteristics: "General scale of procrastination (GPS)"; "Procrastination assessment scale for students (PASS)"; "Test Big five"; "Scale of the Academic Motivation (SAM)".

As a result of the carried-out work the positive correlation between the level of procrastination and eksternalny motivation was revealed. The same communication was revealed between procrastination and an amotivation. Also we learned that at extroverts уровень is higher than procrastination, and those students who will organize the activity have no tendency to procrastination. Results of this research can be used in activity of teachers and psychologists for work with procrastination at students.

Key words: procrastination, motivation, extraversion, introversion.

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Прокрастинацияны студенттердің тұлғалық мінездемелерімен байланыстыра отырып зерттеу (Қазақстан мысалында)

Студенттік жас адам өміріндегі маңызды кезең болып табылады, ол кезде адам өзінің кәсіби таңдауымен анықталады, ересектік сезіміне ие болады және болашағын жоспарлай бастайды.

Оқу және кәсіби саладағы жетістіктер мәнді болып табылады, олар адамның өзіне, өзінің продуктивті іс-әрекет қабілеттілігіне сенімділігін арттырады. Алайда прокрастинация мұндай жетістіктерге жетуге бөгет болады, адам маңызды және өзекті істер мен тапсырмаларды, шешім қабылдауды соңғы сәтке дейін қалдырып отырады. Бұл феноменнің негативті әсері тұлғаның оқу және кәсіби салада табыстылығы мен продуктивтілігінің төмендеуіне алып келеді, олардың дамуына кедергі жасайды. Сонымен қатар прокрастинация ауыр эмоциялық күйзелістерге алып келеді, адам өзінің сәтсіздігі үшін өзін кінәлайды, өз іс-әрекетінің нәтижелеріне қанағаттанбайды. Сол себепті студенттердің бойында прокрастинация не үшін пайда болады және ол олардың тұлғалық сипаттамаларымен байланысты ма деген сұрақтар туындайды. Бұл зерттеу осы сұрақтарға жауап табуға бағытталған. Зерттеудің мақсаты әртүрлі тұлғалық сипаттамаларға ие студенттердегі прокрастинацияның ерекшеліктерін теориялық және эмпирикалық зерттеу болды. Зерттеу үшін біз келесі болжамды қалыптастырдық: студенттердегі прокрастинация деңгейі мен олардың тұлғалық сипаттамалары арасында өзара байланыс бар. Зерттеу барысында біз келесі әдістемелерді пайдаландық: «Жалпы прокрастинация шкаласы (GPS)»; «Студенттерге арналған прокрастинацияны бағалау шкаласы (PASS)»; «Үлкен бестік тесті (Big five)»; «Академиялық мотивация шкаласы (АМШ)».

Жүргізілген жұмыс нәтижесінде прокрастинация деңгейі мен экстерналды мотивация арасында оң корреляция анықталды. Дәл осындай байланыс прокрастинация мен амотивация арасында анықталды. Сонымен қатар, экстраверттерде прокрастинация деңгейі жоғары, ал өз іс-әрекетін жақсы ұйымдастыратын студенттер прокрастинацияға бейім болмайтындығын білдік. Бұл зерттеудің нәтижесі педагогтар мен психологтардың іс-әрекетінде, студенттік жаста кездесетін прокрастинациямен жұмыс жасау үшін пайдалы болады.

Түйін сөздер: прокрастинация, мотивация, экстраверсия, интроверсия.

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Исследование прокрастинации в связи с личностными характеристиками студентов (на примере Казахстана)

Студенческий возраст является важным периодом в жизни человека, в течение которого он определяется со своим профессиональным выбором, обретает чувства взрослости и идентичности, планирует свое будущее. Значимыми являются учебные и профессиональные достижения, которые укрепляют веру в себя и свою способность к продуктивной деятельности. Однако препятствием для таких достижений может стать прокрастинация, при которой человек откладывает до момента «делайна» самые важные и актуальные дела и задачи, а также принятие решений. Негативные последствия выражаются не только в снижении успешности, продуктивности личности и в препятствиях ее развития как в учебной, так и в профессиональной средах, но и в острых эмоциональных переживаниях собственного неуспеха, чувства вины, неудовлетворенности результатами своей деятельности. В связи с этим возникают вопросы: что именно влияет на возникновение прокрастинации у студентов, связаны ли с ней личностные характеристики самих студентов? Данное исследование направлено на то, чтобы найти ответы на данные вопросы. Целью исследования было теоретическое и эмпирическое исследование особенностей прокрастинации у студентов с различными личностными характеристиками. Мы выдвинули следующую гипотезу: существует взаимосвязь между уровнем прокрастинации у студентов и их личностными характеристиками. Для исследования мы использовали следующие методики: «Общая шкала прокрастинации (GPS)»; «Шкала оценки прокрастинации для студентов (PASS)»; «Тест Большая пятерка (Big five)»; «Шкала академической мотивации (ШАМ)».

В ходе проведенной работы была выявлена положительная корреляция между уровнем прокрастинации и экстернальной мотивацией личности. Такая же связь была выявлена между прокрастинацией и амотивацией. Обнаружено, что у экстравертов уровень прокрастинации выше, а те студенты, кто умеет организовывать свою деятельность, не имеют склонности к прокрастинации. Результаты данного исследования могут быть использованы в деятельности педагогов и психологов для работы с прокрастинацией у лиц студенческого возраста.

Ключевые слова: прокрастинация, мотивация, экстраверсия, интроверсия.

In all definitions of the personality her public nature, inclusiveness in this or that system of the social relations is surely emphasized. Any personality represents a peculiar alloy biological, psychological and social. It is constantly shown in her communications with a social environment. Features of the concrete historical period, belonging of the personality to a certain social class, a layer, any organization or group leave the mark on lines of the personality, form characteristic examples of her behavior. As Voltaire spoke: «Each person is creation of time in which he lives».

The student's age is the important period in human life during which it decides on the professional choice, finds feelings of maturity and identity, plans the future. Educational and professional achievements which strengthen self-confidence and the ability to productive activity are significant, and at the same time put base for successful self-realization in the future. However procrastination at which the person postpones until the moment of «deadline» the most important and modern issues and tasks and also decision-making can become an obstacle for such achievements. Though procrastination is to some extent peculiar to all age, it has the greatest distribution among students. Now society puts high requirements of independence and responsibility of the personality. Inability to conform to these requirements, to take out responsibility conferred on them, in particular at students, lead to emergence of a phenomenon of procrastination.

The relevance of this work is that the phenomenon of procrastination becomes more and more widespread. The prevalence of procrastination, according to the researches conducted in the USA, Great Britain, Australia in recent years is 20% of adult population. At the same time postponement of performance of the academic tasks is inherent from 70% to 95% of students. In the research Solomon L.J. and Rothblum E.D. 50% of students have reported that they postpone performance of educational tasks in most cases, and 38% – postpone (Solomon, 1984: 503-509) from time to time; Gallagher R.P., Golin A. and Kelleher K. have found out that 60% of students of college note need of the help of experts for overcoming procrastination (Gallagher, 1992: 301-309).

Negative consequences are expressed not only in depression of success and efficiency of the person and an obstacle of her development, both in educational, and in professional medium, but also in acute emotional experiences of own failure, sense of guilt, dissatisfaction with results of the activity. The problem of procrastination is investigated in domestic

science quite recently, and there are practically no unambiguously established reasons causing predilection «to put away for later». In this regard there are questions that influences developing of procrastination at students whether personal characteristics of students are bound to it. This research is referred on finding answers to the matters.

The term «procrastination» comes from the Latin words pro-ahead and crastinus – tomorrow's. The closest translation into Russian is the term «postponement» or «delay» which are often used as synonyms in the domestic scientific literature devoted to this problem. We will give the theoretical review of a phenomenon of procrastination, his definition, the main characteristics, classifications of types and theoretical approaches to his studying.

At the moment there is no uniform definition of a phenomenon of procrastination.

The Canadian psychologist Pierce Piers Steel speaks about procrastination, as about «voluntary postponement by the subject of the planned affairs, despite the expected negative consequences because of a delay». Piers Steel emphasizes that procrastination is often comprehended by psychologists as «an irrational delay» as there is no powerful, «valid» reason for postponement. Besides, the person can postpone both the beginning of business, and its end, despite understanding that such behavior won't cause any bonuses – neither material, nor psychological (Steel, 2007a: 65-94).

Also C.H. Lay adheres to the similar point of view: «Procrastination – voluntary, irrational postponement of the planned actions, despite of the fact that it will cost much or will conceive negative effect for the personality» (Mokhova, 2013).

V.S. Kovylin defines this phenomenon as «a tendency to put performance of necessary affairs «away for later»; a behavioral pattern at which performance by the leader for the person during this period of time of activity is consciously postponed» (Kovylin, 2013a).

Thus, irrationality of behavior, in combination with sensibleness and understanding of a possibility of negative consequences – key features of the phenomenon of procrastination. This phenomenon can be shown practically in any field of activity of the person: educational (postponement of preparation for control actions, performance of home works), labor (omission of terms of implementation of the project, working tasks), social (postponement of meetings or calls), household (concerns terms of performance of housework, instructions, promises). This phenomenon is extremely widespread: according to Ellis and Knaus, from 80 to 95 percent of pu-

pils of higher educational institutions procrastinate from time to time, about 75% from them consider themselves «chronic procrastinators», and nearly 50% of students postpone important issues systematically, attracting on themselves problems. According to V.S. Kovylin, from 46% to 95% of pupils consider themselves inveterate procrastinators (Kovylin, 2013b).

Procrastination is generally defined in the psychological literature as the practice of putting off impending tasks to a later time even when such practice results in “counterproductive and needless delay;” (Schraw, 2007: 12-25). The qualification that delay be counterproductive and needless is important. Delay may in fact represent an optimal strategy in an environment in which the cost of effort evolves over time, when waiting for the best moment to complete a task.

In this paper we experimentally study procrastination in students’ academic work – a context procrastination appears widespread in. Solomon and Rothblum (Solomon and Rothblum, 1984) finds that at least 46% of college students consider themselves serious procrastinators; Steel (Steel, 2007b: 65-94) finds that between 80% and 95% of college students regularly procrastinate when performing academic tasks. Indeed several recent field experiments on procrastination have focused on students’ homework activity (Ariely, 2002, 219-224), (Burger, 2011: 393-404).

There can be several reasons of procrastination. Let’s consider task characteristics. Experiencing a commitment as aversive is often portrayed as an explanation for its delay, and this is supported by research investigating the relation between task characteristics and procrastination, representing a moderate correlation ($r = .40$). A task’s unpleasantness and an individual’s boredom and lack of interest are some of the most common reasons for deferring a task or assignment, and the more anxiety or effort it produces, the more likely the person is to procrastinate (Ferrari, 2000: 359-366). Another reason is cognitive interventions. Treatment interventions involving cognitive measures are often used to target the influence of irrational beliefs on procrastination. Perfectionism, fear of failure, and self-doubt are all examples of cognitions that might interfere with the ability to engage in tasks and assignments. Although the general relationship between irrational beliefs and procrastination is irregular and weak, clinical experience suggests that attending to assumptions, core beliefs, and negative automatic thoughts may be essential in order to prevent the individual from

postponing commitments (Flett, 2012: 223-236).

Also we should consider personal features of students. The five factor test nowadays is one of the best methods to use in psychological research. The Big five personality traits was the model to comprehend the relationship between personality and academic behaviors (Poropat, 2009: 322-338). This model was defined by several independent sets of researchers. These researchers began by studying relationships between a large number of known personality traits. They reduced the lists of these traits (arbitrarily) by 5–10 fold and then used factor analysis to group the remaining traits (using data mostly based upon people’s estimations, in self-report questionnaire and peer ratings) in order to find the underlying factors of personality. One of the criteria’s is openness to experience (inventive/curious vs. consistent/cautious). Appreciation for art, emotion, adventure, unusual ideas, curiosity, and variety of experience. Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has. It is also described as the extent to which a person is imaginative or independent and depicts a personal preference for a variety of activities over a strict routine. High openness can be perceived as unpredictability or lack of focus, and more likely to engage in risky behavior or drug taking. Also, individuals that have high openness tend to lean towards being artists or writers in regards to being creative and appreciate the significance of the intellectual and artistic pursuits (Friedman, 2016: 191). If we think about its correlation with procrastination. we can predict, that students that have high openness, procrastinate more.

We also try to analyze connection with temperament, because researchers of adult temperament point out that, similarly to sex, age and mental illness, temperament is based on biochemical systems whereas personality is a product of socialization of an individual possessing these four types of features. Temperament interacts with social-cultural factors, but still cannot be controlled or easily changed by these factors (Trofimova, 2016: 77-147). Therefore, it is suggested that temperament should be kept as an independent concept for further studies and not be conflated with personality (Trofimova, 2018: 373).

Novelty of a research:

1. Data on procrastination phenomenon on material of modern Kazakhstan student’s youth are added and expanded;

2. Methods are translated into Kazakh: The general scale of procrastination of C.H.Lay (GPS),

Procrastination assessment Scale for students (PASS);

The theoretical importance of a research defines probability of use of materials of research in further researches of this subject. Studying of a problem of psychological characteristics which influence procrastination level at students. The problem of procrastination is investigated in domestic science quite recently, and there are practically no unambiguously established reasons causing predilection "to put away for later". It is important to consider personal characteristics because they can exert impact on procrastination level. This research will fill up theoretical base of this problem.

The practical importance of a research consists in development of references on prophylaxis and detection of procrastination at students and ways of dropping of its level. Results of a research of personal features on a problem of procrastination by means of psychodiagnostic methods can be used on special courses of unit of psychology, in work of psychologists of educational structures, in student's psychological service and in psychological consultation, and also to practice. This research gives the chance from the different parties to survey procrastination phenomenon in the Kazakhstan psychology. And also, an opportunity to use methods which were used during the experiment, and in other research works opens.

Research object: students of the Kazakhstan higher education institutions.

Subject of research: procrastination in connection with personal characteristics of students.

Hypothesis: there is an interrelation between procrastination level at students and their personal characteristics.

Methodological basis of research. The general scientific methodological principle of systemacity, and also special methodological principles of psychology form a methodological basis of research: principle of psychological determinism and principle of unity of consciousness and personality. According to the principle of systemacity, all phenomena are considered in a condition of continuous interaction

with each other and as elements of systems. Therefore each phenomenon is considered in the course of the interaction directed to achievement of the goals of system. Relying on the principle of psychological determinism – we know that, external influence refracts through mentality of the person and only after that influences his reactions and behavior (refraction external through internal). And internal, in turn, to a certain extent defines those external influences which will exert impact on him. Therefore, investigating behavioral aspects of the person, we could obtain information concerning mental.

Research methods. According to the purpose and tasks of work for an empirical research of procrastination in connection with personal characteristics of students, the following psychodiagnostic techniques have been picked up:

1. General scale of procrastination of C.H.Lay (GPS);
2. Procrastination assessment scale for students (PASS);
3. Test Big five (Big five);
4. Scale of the Academic Motivation (SAM).

Work purpose: A theoretical and empirical research of features of procrastination at students with various personal characteristics.

Experimental tasks:

1. To create selection.
2. To pick up diagnostic tools according to the purpose, tasks and a hypothesis of a research.
3. To conduct a research of procrastination of personal characteristics at students, to establish interrelation between them.

Sample description: The empirical research has been conducted on students of various universities of the Almaty city. 107 examinees, including 48 males and 59 females have participated in a research. The age of examinees varied in the range from 17 to 22 years, middle age on selection 21 years.

We used Student's t-criteria and correlation coefficient of Pearson in SPSS Statistics 21 program to analyze our data.

Research results:

Table 1 – Correlation of level of procrastination and types of motivation at students

		Correlations										
		GPS	PASS	PASS_Fs	PASS_As	Cognit M	Achiev M	Selfreal M	Selfresp M	Intro M	Exter M	Amot
GPS	Pearson Correlation	1	-,064	,220	,059	-,062	,345	,084	,029	-,032	,571**	,365*
	Sig. (2-tailed)		,738	,242	,758	,746	,062	,661	,880	,867	,001	,047
PASS	Pearson Correlation	-,064	1	,123	,374*	-,166	,100	-,173	,043	,280	,087	-,106
	Sig. (2-tailed)	,738		,518	,042	,380	,598	,360	,820	,133	,646	,577
PASS_Fs	Pearson Correlation	,220	,123	1	,118	,153	,184	,079	,128	,126	,226	,153
	Sig. (2-tailed)	,242	,518		,533	,420	,329	,677	,501	,506	,230	,420
PASS_As	Pearson Correlation	,059	,374*	,118	1	,123	,424*	-,098	-,288	-,168	-,097	,100
	Sig. (2-tailed)	,758	,042	,533		,518	,020	,607	,123	,374	,612	,599

Table 2 – Correlation of level of procrastination and personal characteristics of students

		Correlations				
		Extraversion-Introversion	Attachment-Isolation	Self-checking-Impulsiveness	Emotional stability-Emotional instability	Expressivity-Practicality
GPS	Pearson Correlation	,565**	,136	-,396**	,266	,734**
	Sig. (2-tailed)	,001	,472	,001	,224	,000
PASS	Pearson Correlation	,396**	,184	-,496**	,229	,032
	Sig. (2-tailed)	,001	,329	,005	,223	,867
PASS_Fs	Pearson Correlation	,126	,197	-,165	,183	,087
	Sig. (2-tailed)	,506	,297	,384	,333	,648
PASS_As	Pearson Correlation	,375*	-,067	,006	-,007	-,149
	Sig. (2-tailed)	,041	,727	,976	,971	,433

Having considered the results received by means of four methods and having analyzed their correlation, we came to the following conclusions:

– Statistically it was not succeeded to reveal significant distinctions on the level of the academic procrastination at students with different directions of training. But the significant difference because of

fear of failure in groups of students was revealed statistically. At students of the natural-science direction indices of this scale are higher than at students of the social and humanitarian direction;

– By results of two techniques directed to determination of level of procrastination we can summarize that gender distinctions and distinctions

at students with different directions of training did not come to light. Having analyzed the acquired information, we can claim that among students it is not enough of those, who have pronounced procrastination. But a large number of students at a moderate measure has procrastination therefore it is necessary to work with it;

– Values of a scale of the general procrastination highly correlate with indices of a scale of external motivation ($r = .571$). That is the external motivation is higher, the more student will be inclined to putting aside. We can refer a lot of things to external motivation: waiting of parents, requirements of teachers, pressure of society, that is everything that does not proceed from the person. Absence at the student of own desire to execute certain activities, leads to origin of procrastination and evolves into a stressful situation;

– Values of a scale of the general procrastination and a scale of an amotivation also well correlate ($r = .365$). Here, as well as in the previous point, absence of desire leads to a procrastination;

– Procrastination assessment scales for students correlates with the subscale the hostility to the job ($r = .374$);

– One more correlation is between a scale hostility to the job and a scale of motivation of achievement ($r = .424$). In my opinion, here we can watch that despite the high level of motivation of achievement if the student does not want to perform a certain task, then it will have procrastination;

– Values of a scale of the general procrastination correlate with value of a scale an extraversion-introversion ($r = .565$). That is, extroverts are more inclined to procrastination than introverts. Typical extroverts differ in sociability, like to have a good time, aim at idleness and entertainments, do not like to trouble themselves operation or study, are drawn towards sharp, exciting impressions, often risk, act impulsively, thoughtlessly, on the first motivation. They can be the active procrastinators. They postpone affairs until the deadline and in a stressful situation activate all the energy for execution of the task;

– Values of a scale of assessment of procrastination for students also correlates with an extraversion-introversion ($r = .396$) scale that confirms our statement and in the academic sphere. Below we can see that the extraversion-introversion is connected to procrastination reason “Hostility to the job” ($r = .375$). But “Fear of failure” does not have communication with other reason. We can explain it with the fact that extroverts are optimists

and believe in the success. And here the fact that the guaranteed job will not please them – can quite become the objective reason of their putting aside for later;

– The scale of the general procrastination negatively correlates with a scale self-checking impulsiveness ($r = -.396$). That is people with high self-checking of behavior procrastinate less, than people with low self-checking. As they can unfairly treat operation, without showing persistence in achievement of the goal. It is such type of the personality of which are characteristic naturalness of behavior, carelessness, tendency to rash acts. People with high self-checking follow rules, they are very persistent in achievement of the purposes therefore they cannot procrastinate. These results I am confirmed by the negative correlation between procrastination assessment scale indices for students and a scale self-checking impulsiveness ($r = -.496$);

– One more communication was revealed between a scale of the general procrastination and a scale expressivity practicality ($r = .734$). The person having an appreciation on this factor easily studies, but insufficiently seriously treats systematic scientific activities therefore seldom makes great progress in science. He trusts the feelings and an intuition, than common sense more often, pays attention to the current daily affairs and duties a little, avoids routine operation. Therefore he often is distracted by unessential affairs and important duties remain outstanding to the deadline.

According to these results, our hypotheses, that there is an interrelation between procrastination level at students and their personal characteristics was approved.

Conclusion

“Today not only the certain person, but also the nation in general has chance of success, only developing the competitiveness. It means first of all ability of the nation to offer something advantageous at the price and quality in the regional and global markets. And it not only material product, but also knowledge, services, intellectual products, at last, quality of a labor resource. The feature of tomorrow is that competitiveness of the person, but not existence of mineral resources, becomes a factor of success of the nation. Therefore to any Kazakhstan citizen, as well as the nation in general, it is necessary to have a set of qualities, worthy the 21st century. And among unconditional prerequisites of it such factors as computer literacy, knowledge

of foreign languages, cultural openness act” – Nursultan Abishevich Nazarbayev in the article “Has noted a prospection: modernization of public consciousness” (Nazarbayev, 2017).

To conform to similar high requirements of the present, young people have to work and try to obtain progress daily. But on their way will many

meet bad factors. Procrastination is one of such factors. The negative impact of this phenomenon leads to decrease in progress of students, to reduction of their efficiency. Also he can lead to emotional pressure. In our country there aren't enough researches devoted to this subject therefore this research is relevant.

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