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The relationship of procrastination and self-efficacy with Psychological vulnerability in students

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Abstract

The aim of the present study was to determine of relationship of procrastination and self-efficacy with psychological vulnerability in students. The research sample consisted of 708 who were selected from among students of Islamic Azad University Ardebil Branch through the cluster random sampling method. To collect the data, Brief Psychological Symptoms Inventory, Procrastination Scale and Self-efficacy Scale were use. Data was analysed using Pearson correlation coefficient and multiple regression analyses. The results showed that procrastination and self-efficacy are related to psychological vulnerability in students. The result of multiple regressions showed that procrastination and self-efficacy explained 40 percent of variance of psychological vulnerability in students. Results are support form role of these procrastination and self-efficacy in students. The results have important implications about prevention and counselling of students in the university.

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1. Introduction

Among human capitals and proceeding factors of a society can be named students. Thus, their academic and psychological health is very important. Mental health undoubtedly plays basic role in dynamic and efficacy of any society. Nowadays it is very important to administrate the studies in order to recognizing the effective factors on prevention psychological troubles.

It seems self-efficacy increase quality of life through adjusting the stress and vulnerability. Intention of self-efficacy is judgment of an individual about abilities, capacities and competences in performing the particular tasks (Bandura, 1982). There's a significant relationship between self-efficacy and life satisfaction, self-efficacy leads in social sufficiency and avoidance of dangerous behaviours (Rubin, Bukowski & Parker, 2006). Vecchio, Maria, Pastorelli, Del Bove & Caprara (2007) found out that self-efficacy is dominant predictor of life satisfaction in adolescences. Lent, Taveira, Sheu, Singley & (2009) indicated that self-efficacy and environmental support predict the academic adjustment and life satisfaction in students.

The procrastination relates psychological vulnerability in students (Solomon & Rothblum, 1984). Not only procrastination is a trouble in time management but also it includes the affective, cognitive and behavioural

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dimensions (Fee & Tangney, 2000). Rothblum, Solomon & Murakami (1986) declares that procrastination leads deferment in academic activities and psychological problems. Lowman (1993) believes there's a relationship between procrastination and low self-efficacy, aggression, conflict, and neuroticism. People with high procrastination may experience more stress that correspond the lack of self-control and negative beliefs in abilities (Balkis & Dura, 2007). As anticipators of procrastination, probers mention the anxiety, low self-efficacy, fear of failure, perfectionism, acquired helplessness, inferiority complex, low levels of tolerance and nervousness (Steel, Brothen & Wambach, 2001). Klassen, Krawchuk & Rajani (2008) detected self-regulation, self-efficacy and self-esteem were negatively correlated with academic procrastination in students. Howel & Buro (2009) found out there's a positive relationship of negative beliefs and avoidance-skill goals with procrastination, and a negative relationship of positive beliefs and tendency-skill goals with procrastination.

According to importance of mental health in academic achievement of students and a few studies, the purpose of present research was to determine the anticipators of psychological vulnerability via the procrastination and self-efficacy in students.

2. Method

This research was conducted in correlation method that procrastination and self-efficacy was considered as predictor indexes and psychological vulnerability as criterion index. Statistical population consisted of 9104 (4118 female and 4926 male) students of Islamic Azad University Ardabil Branch. The sample of research was 765 students who were selected through multistage cluster sampling. First 18 courses were random chose among 88 courses of university in associative and bachelor degrees. Then questionnaires were presented the students of a class in any course (except freshmen students). 58 questionnaires were eliminated from sample because they were deficient and the sample was reduced to 707 participants. They completed the questionnaires in thirty minutes. Pearson correlation coefficient and multiple regression analysis were utilized in order to analysing the data.

The study measures were administrated in the following order:

2.1. *Brief Symptoms Inventory (BSI; Derogatis, 2001)*: The BSI-18 is the briefest and latest symptoms inventory in an integrated series of test instruments designed by Derogatis (2001) to measure psychological distress. This scale assesses somatic, anxiety and depression factors. The subjects responded the items in five Likert scales. The correlation coefficient of this scale with main inventory and Cronbach's alpha were reported 0.90 and 0.89, respectively (Dura, Andreua, Galdona, Ferrandoa, Murguib, Povedac & Jimenez, 2006).

2.2. *General Procrastination scale (GPS; Lay, 1986)*: The subjects responded the twenty items in five Likert scales. In this scale, Cronbach's alpha was computed 0.78.

2.3. *General Self-Efficacy Scale (GSS; Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs & Rogers, 1982)*: Self-Efficacy Scale was designed by Sherer et al. (1982) with 23 items. Each item is rated on a scale of "Agree strongly" to "Disagree strongly". Based on Cronbach's alpha, reliability coefficient of this scale was computed 0.85.

2. Results

The results of descriptive statistics showed that sample consisted of 53.2% female and 46.8% male students and also it is seen 78.4% them were single, 20.2% married and 1.4% them didn't respond to it. They were 71.2% native, 27.2% foreign, 15.7% students of associative degree and 84.3% students of bachelor degree. The mean and standard deviation age of students was 21.85 ± 3.04 (21.51 ± 2.97 in female and 22.23 ± 3.09 in male students).

Table 1 shows the means and standard deviations, for all variables used in the analyses for experiment and control groups.

Table 1

Mean and standard deviation of procrastination, psychological vulnerability and self-efficacy

Variable	X±SD
procrastination	51.31±15.15
psychological vulnerability	17.32±7.21

self-efficacy	20.45±5.04
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As seen in table 2, there's a negative correlation between self-efficacy and procrastination($r=-0.23$, $P=.01$). Also, a significant relationship of self-efficacy ($r=-0.40$) and procrastination ($r=0.50$) with psychological vulnerability was observed ($P=.001$) (Table 2).

Table 2

The correlation coefficient of self-efficacy and procrastination with psychological vulnerability in students

Variable	psychological vulnerability
self-efficacy	-0.50**
procrastination	0.46**

* $p < 0.05$ ** $p < 0.01$

To determine the impact of each variable, self-efficacy and procrastination as predictive variables and psychological vulnerability as criterion variable in regression equation were analysed. The observed F value in the table is significant and 40 % of the variance of psychological vulnerability is explained by variables of self-efficacy and procrastination (adjusted $R^2 = 0.402$, $F = 37.39$, $P < 0.001$). Considering beta values, self-efficacy ($\beta=0.502$) and procrastination ($\beta=0.398$) can predict significantly the changes relevant to psychological vulnerability in students (Table 3). So, these variables predict 36% of anxiety, 37% of depression and 28% of physical complaints variance.

Table 3

The results of multiple regressions for anticipation of psychological vulnerability in students

Predictors	MR	ARS	SE	b	Beta	t (P)
self-efficacy	.502	.251	.192	-0.1.418	.502	-15.43 (.001)
procrastinatic	.634	.402	.128	.370	.398	13.37 (.001)

4. Discussion and conclusion

This study examined the relationship of procrastination and self-efficacy with psychological vulnerability in students. The results revealed a significant relationship between self-efficacy and psychological vulnerability. This findings laid in findings of Murriss (2002) that indicated a negative relationship of self-efficacy with trait anxiety, neurosis, anxiety disorders, and depression symptoms, suggesting that students who achieved the high score in self-efficacy scale to have positive characteristic such as logical thoughts, suitable communication, responsibly behaviours, the sense of dependence and in dependence, intimately communications, and constancy in affect and mood. Consequently, they positively judge their abilities and capabilities about performing particular activities and have the low psychological and personality vulnerability. Karadema (2006) declared that self-efficacy lead in optimism. The optimism effectively predicted variant aspect of health and decreased the psychological vulnerability. So, self-efficacy decreases the passivity and adjustment to problems by motivating the persons to challenge with troubles. It positively manages interrelations and hereby predicts the mental health (Vecchio et al., 2007). Also, it can be said that student's abilities as self-efficacy and self-satisfaction for mediating helplessness and decreasing stress effect on their academic achievement.

In this study, we concluded that there's a positive relationship between procrastination and psychological vulnerability. So, students who reported high procrastination not to refuse to delaying daily tasks and activities, and their high signs of psychological and personality vulnerability get the lack of suitable schematization in daily activities. This result lays in previous research findings (e.g., Fee & Tangney, 2000; Chu & Chol, 2005; Balkis & Dura, 2007). These findings revealed that individuals with high procrastination suffered more negative effects. The reason of these affects may be lack of self-control, disability and lack of dominance in personal activity, and low self-efficacy. Stobber and Joorman (2001) proposed that self-negative beliefs lead in doubting about self-abilities and negatively effect on the motivation. So, it increases the procrastination. The logical tendency to delaying tasks in any one causes an increase in depression and anxiety. They have troubles in social communication and function thus, experience the low mental health.

The findings of multiple regression analysis indicated that self-efficacy and procrastination significant predict psychological vulnerability. These two variables have explained 40% of psychological vulnerability variance in students. Hence, other effective factors (e.g., personality and cognitive variables and, etc.) on the psychological vulnerability accounted for 60% residual variance. Attentive that there are no consistent findings in previous research, it can be understood that self-efficacy and procrastination observantly effect on psychological vulnerability. Thus, with subtlety in future studies can certainly concluded about this instance.

Totally, we inferred that increasing in levels of self-efficacy and decreasing in procrastination decrease psychological vulnerability in students and promote the psychic, personality and academic functions. Attentive the role of these variables on psychological vulnerability in students, their quality of life and mental health can be promoted by changing in cognitive and behaviour. The limitation of this study was no control of other effective variables on psychological vulnerability. The findings of present study revealed that with schematization of training social, communication skills and self-assertiveness can promote the quality of life and mental health. Results have important implications about future studies, prevention, checking the psychological vulnerability and strategies of promoting the mental health in the students.

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