

The relationship between attachment style, self-concept and academic procrastination

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Abstract:

The aim of this study was to investigate the relationship between attachment style, self-concept, academic procrastination in high school students in the Eastern Bandpay zone of Babol. The study was descriptive and correlational. The sample consisted of 278 students (139 girls and 139 boys) who were selected by cluster sampling and participated in this study by completing Hazan and Shaver attachment style questionnaire, Rogers self-concept test and academic procrastination Talkman 's questionnaire.

The data were analyzed based on correlation and regression analysis. The results showed that there is no significant relationship between attachment style and self-concept. There is no significant relationship between attachment style and academic procrastination. There is a significant inverse relationship between self-concept and academic procrastination. The contribution of attachment style and self-concept is different in predicting academic procrastination.

Keywords: attachment style, self-concept, academic procrastination

Introduction:

One of the important objectives of education is about creating a ground for the full development of the healthy, efficient and responsible people to play a role in individual and social life. Since the students have a special role as pillars of the country's education system, considering this stratum of society causes more fertility and prosperity education and training community (Miller 1982, translated by Mehr Mohamadi). Adolescence is a period of life in which many changes occur in biological, psychological and social of processes and an inclination for establishing an intimate and self-detection relationship increases. And also the feeling of discontinuity causes loneliness and it is coping with the some severe adjustment problems in some teens Lerner spanier 1980;Gelfand & Teti Henwood 1990; Solano1994; Kalp& Kelimen1995,quoted from Aghamohamadian and Hosseini). Procrastination composed of two parts that (pro) means ((forward)) and (crast) means (tomorrow) and literally ((until tomorrow)). Synonyms of it include neglect, doubt, delaying and putting off doing something, especially due to habitual carelessness, laziness, procrastination and delay or unnecessary delay(Steel ,2005). This phenomenon encompasses both cognitive and behavioral levels .On the behavioral level, the individual voluntarily does not do the job within the determined time and without any special reason .On the cognitive level the individual delays in taking timely decisions(Chase2003). ouz & Ferari(2009) know the fear of failure, laziness, risks and rebel against the control as academic procrastination. Self-concept is one of the basic concepts in psychology. According to the theory of self-concept including theories related to self-assessment, self-concept is a network of positive and negative beliefs about ourselves, our acceptance or rejection. In several studies have been conducted on self-concept, this concept has been defined with different terminology and some consider it synonymous with self-esteem and self-regulation (Ahmed & Bruinsma 2006). Humanistic education knows the self-concept as an integral component of learning and growing of student and claims that there is a relationship between positive self-concept and learning and academic performance and knows the teacher's job to provide the perfect ground for a positive self-concept and proper performance for students (Miller 1982, translated by Mehr Mohamadi). Self-concept is transformed by various factors. Feedback of others, particularly parents, social interaction, the relationship between children and the environment and environmental context are the factors that has been discussed by a lot of authors(Pourhossein et al). Bowlby (1973-1980) emphasizes in attachment theory that the relationship in early childhood forms a person's attachment style and affects one's view about themselves, others and organized way of interpersonal communication. According to this view, the effect of attachment persists in life span and explain individual differences on how to deal with the annoyance of internal and regulation of interpersonal relationships. Many developmental psychologists believe the feeling of warmth, trust and security that is the result of secure attachment with primary attachment face provides the adaptive psychological field of action in later stages. In general, according to the results of research conducted in the field of infant attachment styles, Hazan& shaver(1978) presented the adult attachment styles in three categories:1-secure attachment 2- anxious – ambivalent attachment3- avoidant attachment. Bowlby(1977&1988) believed that if child care is not accompanied sensitivity, insecure attachment forms in child and in his internal patterns , people will be unattainable and unreliable .So this child doesn't consider that he deserves care with sensitivity. If this unhealthy perception prevents the formation of supportive interpersonal relationships, the child subject to the risk of some social emotional problems that only children experience these risks. The results indicate that self-detection is more in secure adults than in avoidant adults(Milkulincer & Nachshon 1991). Because

loneliness is associated with a lack of self-detection(stokes1987) so it is expected that the loneliness in secure people reported less than insecure people . The results Mikoliser and Nachshon study (1991) showed that secure people due to satisfactory relationship with others, their loneliness is low, these people respond to others with self-detection and mutually receive more self-detection from the others. Since the procrastination creates the physical and emotional consequences in learners (Munchik et al 1988; quoted by von vik2004) it could create new space for doing research. Researchers have identified several factors associated with procrastination such as hate of doing tasks , fear of failure (Solomon & Rothblum1984), fear of negative evaluation (Ferrari, 1992), bad habits in the study(Ferrari, 1992).Klasen &Karjuk(2007; quoted by Troia 2009) showed with correlation analysis that Procrastination has an inverse relationship with the mean score of students, academic self-efficacy, self-regulation and overall self-esteem. Procrastination leads to high level of anxiety and depression in students and lowers their self-esteem(Lay, 1992; Lay Schouwenburg.H.C, 1993; Lay& Silverman, 1996). As a result of the students' own reports of their work, there is a significant negative correlation with academic performance (Beswick1982). Burka.j.B (1982) noted in a research that the people do procrastinate generally tend to know the consequences of their action originating from their own shortcomings(quoted by Sencal & Koestner). And also Bliksem & Duru' findings on training students in Pamokale university showed that men were more likely to procrastinate. However, research conducted by the attachment style show significant growth in recent years. But despite the consequences of procrastination, few studies have been done in this regard in the country. In this study, considering the importance of attachment styles, self-concept is also considered and we investigate the relationship between attachment styles, self-concept and academic procrastination .

Method:

This descriptive research is correlational. The study population were high school students in Eastern Bandpay part of Babol in the years 93-94. The sample consisted of 278 students(139 boys, 139 girls) upon the Krejci & Morgan table (quoted Hassanzadeh) who were selected by clustering. After explaining the research goals and participation and cooperation of subjects, Hazan and Shaver attachment questionnaire, Rogers self-concept test and Talkman 's questionnaire about students' academic procrastination performed. The data were analyzed based on indicators and statistical methods including correlation and regression analysis and using SPSS software.

Methods of data collection:

A) Adult Attachment Questionnaire:

The new version of Hazan and Shaver attachment questionnaire has been developed in 1993. This questionnaire measures the secure and insecure attachments. The questionnaire consisted of two parts that in the first part (AAQ1) subject give the answer in a seven-point scale to three paragraphs were raised in the form of descriptive sentences. In the second part(AAQ2), he same descriptions raised again, but this time subject suggests its similarity with one of those descriptions only by checking one of them. Internal consistency reliability coefficient through Cronbach's alpha and test-retest reliability coefficient of the questionnaire have been reported 79% and 72% respectively.Basharat used test-retest method to evaluate the reliability of the Adult Attachment Questionnaire that the correlation coefficient between the two test is obtained $T = 0/92$.

B) Rogers self-concept questionnaire (SCQ)

Rogers questionnaire was used to assess self-concept. The questionnaire consisted of two forms A and B. To examine the validity of Rogers self- concept questionnaire(1961) was used Beck self- concept questionnaire(1979, quoted by Hasanzade).In this study, the reliability of the questionnaire through Cronbach's alpha and split-half calculated 74/0 and 65/0 respectively. All validity and reliability coefficients were significant at the level of $P < 0.005$.

C) Procrastination Scale of Talkman

This scale was built by Talkman (1991) and it is composed of 16 articles and a factor. Getting high scores on this scale indicate that procrastination is high

This questionnaire translated by Bayat Moghadas and normalize on students of Azad university in Roodehen and its reliability was 0.73.Talkman (1991)reported the reliability of this questionnaire 0.86 . n this study, Cronbach's alpha was calculated 88.0. In a study Shahni Yeylagh et al determined its validity and estimated it 0.56.

Findings:

4.1 First hypothesis:

There is a relationship between attachment style and self-concept.

Significance level	Pearson Correlation Coefficient	number	Indicators of data
523	.038	278	Attachment Self-concept

Table 4-4: Pearson Correlation Coefficient

As shown in Table 4-4, The correlation coefficient between attachment style and self -concept is equal to .038 that it is not significant at 95% confidence levels. According to the data in the table above, we can conclude there is no significant correlation between attachment style and self-concept component

4.2 The second hypothesis:

There is a relationship between attachment style and academic procrastination.

Significance level	Pearson Correlation Coefficient	number	Indicators of data
.365	-0.054	278	Academic procrastination Self-concept

Table 4-6: Pearson Correlation Coefficient

As shown in Table 4-6, The correlation coefficient between the attachment and academic procrastination is .054 that is not significant at 95% confidence level. According to the data in the table above it can be concluded there is no significant relationship between the attachment style and academic procrastination

4-3Third hypothesis:

There is a relationship between self-concept and academic procrastination

	Pearson Correlation	number	
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Significance level	Coefficient		Indicators of data
.001	-.206**	278	Academic procrastination Self-concept

Table4-1: Pearson Correlation Coefficient

As shown in Table 4-1, the correlation coefficient between self-concept and academic procrastination is .206 which is significant at 99% confidence level. But given the negative correlation coefficient, it can be concluded there is a significant inverse relationship between self-concept and academic procrastination.

4-4- The fourth hypothesis:

The share of attachment styles and self-concept in predicting academic procrastination is different.

F test significant level	The F test	Adjusted index	coefficient of determination R Square	R Correlation Coefficient	Model
.002a	6.656	.039	.046	.215a	Enter

Table 4-7: Summary of logistic regression model explaining academic procrastination related to measures of attachment and self-concept

A significance level of t	The amount of t	Standard impact factor (Beta)	Outsize impact factor (B)	Variables
.000	11.878	-	3.259	Constant
.295	-1.049	-.062	-.054	Attachment
.000	-3.532	-.208	-.157	Self-concept

Table 4-8: impact factors of regression model explaining academic procrastination related to measures of attachment and self-concept.

Table (4-8) is a multivariate regression analysis including components of self-concept and attachment. Based on the findings of table, the independent variables remained in the equation, simultaneously 0.215 correlated with the dependent variable. Results also show that these variables could explain about 0.04 percent of changes in academic procrastination. And also the beta coefficients indicate that the share of attachment and self-concept is different.

Discussion and conclusion:

The aim of this study was to investigate the relationship between attachment style, self-concept, academic procrastination in high school students in the Eastern Bandpay zone of Babol. The results showed that there is no significant relationship between attachment style and self-concept. Although these findings are consistent with previous research (Goodvin &Thompson &Hayes; 2008 and Nishikawa & Hagglof &Sundbom2010). In fact, this research indicates that the type of attachment style does not affect the self-concept. There is no significant relationship between attachment style and academic procrastination. In fact, this finding suggests that attachment has no effect on academic procrastination and cannot identify academic procrastination of people by the type of their attachment style. There is a significant inverse relationship between self-concept and academic procrastination. These findings are consistent with Hasan Zade et. al(1384).Today, procrastination affected millions of people and is one of the main problems affecting many of us. This is one of the main causes of failure of students in learning and achieving

academic achievement programs. So families can be prevented from their children's academic problems given to this issue and establish a strong self-concept in their children. Multivariate regression analysis showed that the share of attachment and self-concept in predicting procrastination is different. These findings confirm the previous hypothesis that showed there is no significant relationship between attachment style and academic procrastination but there is a significant inverse relationship between self-concept and academic procrastination. Human psychological dimension has an important role in his growth and promotion. Thus, the goals and programs of education must take shape in line with the growth of self-worth and importance of student. Sense of dignity and worth leads to avoid many mistakes and procrastination. A child who feels the intrinsic value and dignity of soul, strives to always maintain his self-esteem and tries not to put himself in a situation that is damaging to his self-esteem. So, such a person probably will use its best endeavors to do better assignments in school. The limits of this research are about not considering some variables such as intelligence, socioeconomic status and the type of attachment style of students. In addition, program planners should have enough attention to elements related to the development of self-concept of students in content and provide refresher (self-learning) courses for teachers with development of self-concept and also families should be well trained in this field. Finally we can reduce the problem of academic procrastination in students.

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