

# EXPLORING THE EFFECT'S OF OPTIMISM, SELF-COMPASSION, AND PROCRASTINATION NEGATIVE CONSEQUENCES ON ACADEMIC PERFORMANCE OF PROFESSIONAL COLLEGE STUDENTS.

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**Abstract:** Now a day's students experience many types of problems which may be cause of personality type, behavioral, genetic or environmental factors. Procrastination in academics is most prevalent problem it may because of lack of Optimism, self-compassion or other confounding factors. Procrastination causes low grades, credits scores in semesters and delays assignments which further cause the negative consequences. Procrastination leads to many other problems like anxiety, low motivation and other behavioral problems. While, Self-compassion and Optimism are very essential for moral growth and for self-motivational reason. Professional course students are more prone to suffer stress, workload and pending assignments due to their level of difficulties and unable to comprehend properly. Therefore, this research is conducted to explore the effect of Optimism, self-compassion and procrastination negative consequences on professional students (Engineering and Management) Academic performance. **Tools**–Procrastination Negative Consequences scale (M Haghbin& Timothy A. Pychyl, 2015), SelfCompassion Scale (Raes, F., Pommier, E., Neff, K.D., and Gucht, D.V, 2010) and Life Orientation Test-Revised (LOT-R)Carver, C. S., Scheier, M. F., & Segerstrom, S. C. (2010). Sample size is 70 Professional course students. Pearson moment Correlation and Multiple Regression Analysis(stepwise) was used.

**Key words:** -Procrastination Negative Consequences, Academic performance, Self-compassion, Optimism.

## INTRODUCTION

Academic performance is the measure of student's level of Comprehension and knowledge gain throughout annual year. At the end of the year, college accumulate the semester performance in a CPGA score which explain their Performance and achievement in college. Therefore, these are the basics for further promotion in academic, or further advancements in job settings. There are other parameters as well which helps to identify the academic progression, that include weekly assignments, credits score in each semester, Interactive sessions, Projects, field works, and percentages. Professionals like educational psychologist, teachers or academician can predict the student's overall success in academics through the Analysis of these different parameters. Although, there are many factors which effects the students' performance that include Procrastination behavior, it is a planned action which is consciously driven, in spite of it, that is anticipated to conflicts with the persons own interests. (Steel ,2007). Procrastination behavior can gain the short-term benefits, highly productive work, but later it causes to decline in academic results due to exceeding deadlines, getting poorer scores and failed in class. (Beswick Rthblum and Mann,1988 & Stone ,1999). Negative consequences and its interrelation with Procrastination, stress and poorer mental health is not limited. High status of cognitive test anxiety was also linked with significantly lesser scores in Scholastic Aptitude Test. (Cassad, &Johnson, 2002). Academic performance was significantly

and negatively associated to procrastination, test anxiety, self-oriented perfectionism, emotionality and worry. (Sub, & Prabha, 2003). According to Rizvi and Gulfisha (2018) found that genders also have an influence and it differs on Procrastination and stress level among university students. Moreover, Procrastination and higher stress related to lower academic score cause the long-term academic loss (Baumeister & Tice, 2018). While procrastination and stress correlated with decline in mental health (Stead, Shanahan, & Neufeld, 2010). Some other studies show that procrastination causes the short-term relaxation when students are unable to do their duties they simply avoid it that causes the temporary lower level in stress (Kandemir, 2014). Similarly, according to Tice and Baumeister procrastination has a significant contribution to prevent the source of stress for a while. However, at beginning, short-term relaxation happened, it can turn into another stress source in time. There are other considerable factors which play a vital role to our mental health, and it is considerably important in academic achievement. These are self-compassion, optimism, social competence etc. It has been found that positive link of academic achievement and self, including personal- and social-competence in children. (Davison and Greenberg, 1967). Optimism has been shown to explain better anticipation for higher academic performance, and better psychological and physical adjustment and lower stress among undergraduates (Chemers, Hu, & Garcia, 2001; Segerstrom & Nes, 2006). It has been found that optimism and hope share the variance and directly forecast the academic performance among undergraduates beyond previous academic achievement; Although, hope preserved a distinctive and indirect effect on academic performance through grade expectancy (Rand, 2009). Segerstrom (2007) found that higher the optimism during the first semester of law school forecast the increased salaries a decade later, suggesting an association between academic performance and optimism. Furthermore, self-compassion is most important aspect in terms of academic achievement. It involves self-kindness, mindfulness and common humanity (Neff, 2003a) and it also involves being open to and aware of one's own hardship, giving kindness and apprehensions within us, wanting the self's well-being, taking a nonjudgmental attitude towards one's insufficiency and failures, and encompassing one's own experience in terms of the common human experience (Neff, 2003b). Self-compassion has been found to have a positive relation with self-determination and negatively related with anxiety (Neff, 2003a). Self-determination may be cause of increase in motivated behavior in students and less level of anxiety also have an influence on academic performance. In another research it has been found that self-compassion was positively connected with mastery goals and negatively connected with performance goals, and the lesser fear of failure and greater perceived competence are the mediator of self-compassionate individuals (Neff, Hsieh & Dejitterat, 2005). Multiple regression analysis showed that association between psychological well-being and academic burn-out which is moderated through self-compassion. And self-compassion also moderated the association between depression and academic burn-out (Kyeong, 2013). Thus, we can hypothesize that self-compassion has an effect on academic performance through lowering the anxiety and depression. Procrastination, Stress and anxieties, depression emotionality, other negative affects and level of optimistic and pessimistic views, personality types, Self-esteem, self-compassion and many more various researches. Thus, we can hypothesize that Procrastination, optimism and self-compassion and its dimensions may have an influence on academic performance of students.

## OBJECTIVES

1. To find out the significant relationship among Procrastination, self-compassion, optimism and its dimensions with academic score
2. To find out the significant predictor of procrastination, self-compassion, optimism and its dimensions with academic scores.

## METHOD

### Procedure

Simple random sampling was used in the process of selection of candidates for research survey. Before starting the survey, participants were informed about the survey purpose and benefits in research and society. After assigning the concern form and make them anonymous in survey were the priorities of researchers.

**Participants:** - Seventy students enrolled in professional course. Between age range of 19-28.

**Measure:** - All scales were Likert type.

- Procrastination Negative Consequences scale (M Haghbin& Timothy A. Pychyl, 2015),
- Self-Compassion Scale (Raes, F., Pommier, E., Neff, K.D., and Gucht, D.V, 2010) and
- Life Orientation Test-Revised (LOT-R) Carver, C. S., Scheier, M. F., & Segerstrom, S. C. (2010).

### **Data Analysis:**

The data is entered through the software SPSS 16 version. Before entering the data, all scores acquired in Grades and CGPA were converted in percentage. CGPA is converted into percentage score by multiplying 10 in CGPA total score. After entering the data, we explored the outliers by using  $z+$ , Mahalanobis and Cook's Distance. Ten Participants were eliminated in the analysis that shows extreme outliers. Normality check used through the exploration of Skewedness and Kurtosis ( $<.111$ ) and PP-QQ plots curves, Linearity, multicollinearity, tolerance, VIF (variance inflation factor) level were also under acceptable range. For check the homogeneity of variance for parametric test assumption the values of Leven's test of homogeneity is less than 0.05 level ( $P<0.05$ ) which is considerable insignificant value and the assumption is satisfied as well. Other assumption is independence of cases, this assumption was considered while collecting data. Therefore, all the parametric assumption has been met properly. The data was analyzed by Descriptive statistics, Pearson's Product Moment Correlation and Stepwise Multiple Regression Analysis.

## **RESULTS**

**Table1:** Shows Descriptive Statistics

Variables	Mean	SD	Skewness	Kurtosis
Optimism	14.37	3.73	.765	.953
Procrastination	49.37	16.26	-.030	-.014
Self-compassion	39.07	6.46	-1.037	1.977
Academic Scores	80.58	11.31	-.139	-.905

**Table2:** Shows inter-correlation matrix of Optimism, Procrastination and Self-compassion with Academic scores.

Variables	Optimism		Procrastination				Self- Compassion						Academic scores		
	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	Y1	
Optimism	X1	1	-.22	-.28*	-.18	-.06	-.15	.15	.12	.01	-.14	.12	.19	.12	.01
	X2		1	.85**	.87**	.73**	.81**	-.06	-.14	-.12	-.36**	-.36**	-.25*	-.40**	-.22
Procrastination	X3			1	.66**	.50**	.65**	-.03	-.13	-.03	-.31**	-.35**	-.29*	-.35**	-.28*
	X4				1	.63**	.58**	-.14	-.10	-.18	-.23	-.30*	-.06	-.31**	-.18
	X5					1	.40**	-.07	-.02	-.10	-.26*	-.29*	-.14	-.27*	-.06
	X6						1	.03	-.13	-.06	-.33**	-.27*	-.31**	-.32**	-.15
Self-compassion	X7							1	.44*	.43**	-.09	.00	-.09	.49**	.15
	X8								1	.47**	.04	-.01	-.08	.54**	.12
	X9									1	.06	.05	.05	.64**	.01
	X10										1	.37**	.31**	.53**	-.14
	X11											1	.50**	.57**	.12
	X12												1	.50**	.19
	X13													1	.12
Academic Y1															1

\*\* Correlation is significant at the 0.01 level (2-tailed), \*. Correlation is significant at the 0.05 level (2-tailed).

X1=Optimism, X2=Procrastination, X3=Academic consequences, X4=Personal Consequences, X5=Health consequences, X6=Dissatisfaction, X7=Self-kindness, X8=Common Humanity, X9=Mindfulness, X10=Self judgement, X11=Isolation, X12=Over-identification, X13=Self-compassion, and Y1=Academic scores.

- Academic scores show negative and significant correlation with health consequences ( $r=-.06$ ).
- Academic scores show positive and significant correlation with optimism and mindfulness  $r=.01$ , and  $r=.01$  respectively.
- Optimism show negative and significant correlation with personal consequences  $r=-.02$ , dissatisfaction  $r=-.00$ , mindfulness  $r=-.01$ , and isolation show positive and significant correlation of  $.00$ .
- Academic consequences show negative and significant correlation with self-kindness and mindfulness  $r=-.03$ , and  $r=-.03$  respectively.
- Health consequences shows negative and significant correlation with common humanity =  $-.02$ .
- Dissatisfaction shows positive and moderate relationship with self-kindness  $r=0.37$

**Table 3:** Shows Multiple Linear Regression Analysis (stepwise).

Criterion variable: Academic Scores (Y1)

Predictor Variables	$\beta$	R	$R^2$	$R^2$ Change	$f^2$	F	p
1. X3 Model( $Y_1=a+\beta_3X_3$ )	-.685	.285	.081	.081	.088	6.034	.017
Constant	89.691						
2. X10 Model( $Y_1=a+\beta_3X_3+\beta_{10}X_{10}$ )	-1.401	.380	.144	.063	.168	5.651	.005
Constant	101.644						

$X_3$ = academic consequences,  $X_{10}$ = Self-judgement

It has been found that Procrastination negative consequences dimension (academic consequences) emerged as a best significant predictor on academic performance and it accounts for significant amount of variance ( $R^2=.081$ ,  $R^2$  change=  $.081$   $F=6.034$ ,  $p=0.017 < 0.05$ ). this indicates that percentage of variance explained by academic consequences is 8.1 % while Effect size of the model is ( $f^2=0.88$ ) which is considered as a large and strong strength between variables. Cohen (1988) stated that effect size in range of  $.88$  is considered as large. Furthermore, academic consequences and self-judgement jointly emerged as significant predictor on academic performance. It accounts for significant amount of variance ( $R^2=.144$ ,  $R^2$  change  $.063$ ,  $F=5.651$ ,  $p=.005 < 0.05$ ). Second regression model explained the variables variance jointly which include academic consequences and self-judgement that is 14% variance and the change that implies is 6.3% after addition self judgement in second model. Only two models emerged as a significant regression model. Moreover, the effect size is 0.16 which is considered as a medium effect. While, unstandardized beta values show the change in one unit influence the change in regression model by  $-.68$  and  $-1.40$  on variable academic consequence and academic consequences with self judgement respectively. Inclusion of unstandardized beta over standardized beta values in model because all the scales represent the same unit. The direction of the change shows that negative relation between predictor and outcome.

## DISCUSSION

The purpose of the study is to explore the effect of optimism, self - compassion and procrastination on academic performance of students enrolled in professional courses. The findings obtained from correlation matrix (table 2) demonstrated that academic scores show positive and significant correlation with optimism and mindfulness whereas negative and significant correlation with health consequences. Further, Optimism show negative and significant correlation with personal consequences, dissatisfaction and mindfulness where as positive and significant correlation with isolation. In line with earlier research results, the study conducted by Krycia Teodorczuk (2016) on sample of 904 students showed that mindfulness is a significant predictor of academic achievement, mindfulness positively correlates with optimism. (Malinowski & Lim, 2015). Another study

conducted by Roger Yao Klomegah (2007) on sample of 103 undergraduate students showed that high school GPA is better predictor of students' academic performance. Further, it was found in the current study that academic consequences show negative and significant correlation with self-kindness and mindfulness respectively. Similarly, health consequences show negative and significant correlation with common humanity. Lastly, dissatisfaction show positive and significant correlation with self-kindness. Amirhossein Hajiaziz and Robert Ho (2015) conducted study on 200 students. The result of the study showed that level self-compassion was negatively associated with the level of academic procrastination. Murat Iskender (2011) conducted study on 251 students and found that self-compassion correlates positively with academic procrastination and negatively correlates with dysfunctional attitudes. Furthermore, academic consequences explain the significant amount of variance 8.1 % while joint with self-judgment increase it to addition change in variance that is 14%. Academic performance depends on many factors in which perception of own procrastination related negative consequences forecast the student success in academic that includes weekly assignments, projects, field work or over all grades. Academic cumulative percentage or score are the most acceptable measure to conceptualize the student's overall performance, aptitude in each academic year. While, student's own belief system about their consequences and their explicit influential role on scores explains the difference between their perception and their real outcomes. In this study it has been found the students Perception of negative consequences which is a scale to measure perception of student's procrastination behavior explains the students self-report believes about their delay's behavior and their professors' satisfaction or habitual delays or their abilities to enjoy daily activities were related with academic performance. It also measures their perception of work commitments or lack of work productivity due to needlessly delays and interest about to avoid unnecessary delays that may reduce their overall procrastination. Similarly, academic consequence dimension of perceived negative consequences scale explains their delays and their academic success and includes their perception of delays on score, and quality of work. Likewise, it also forecast the person's general delays perception. While self-judgment (dimension of self-compassion scale) measures persons judgmental opinion about their flaws and inadequacies or disapproving, and their own perception about personality of intolerant and impatient that they don't like. Conclusively we can say the more like students on these dimensions influence the negative outcome on academic scores. Perception of own procrastination and delays explains the real-life influences on academic score. The more they believe about procrastination consequences or more concern on delays itself predicts the student's academic score. More the perception of negative consequences due to delay explains the academic outcomes. Procrastination or delays have a very influential role to predict academic success.

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