The Relationship between Coping Styles with Stress and Positive and Negative Affects with Academic Procrastination in Students

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Abstract

In the process of etiology of Student’s Academic Procrastination, The influencing role of Intrapersonal factors (Personality) and Interpersonal factors (Situation) has been emphasized. In the current study, the contribution of the “Coping Styles to Stress” and “Positive & Negative Affect” in the prediction of Academic Procrastination has been investigated. The sample includes 300 students (include 150 girls and 150 boys) of students studying in High School centers of Fars Province selected by multiple-stage Cluster Sampling method. Academic Procrastination Scale (PASS), Adolescent Coping Scale (ACS), and Positive and Negative Affect Scale (PANAS) were used for data gathering. The results showed that “Productive Coping Style” is negative predictor, and “Non Productive Coping Style” is positive predictor of Academic Procrastination. “Reference to Others Coping Style” cannot predict Academic Procrastination. Moreover, “Positive Affects” are negative predictor, and “Negative Affects” are positive predictor of Academic Procrastination. Moreover, the results showed that “Humanities” and “Basic Science” students were more Procrastinator than “Mathematics” students. According to these results, “Coping Styles to Stress” and “Positive & Negative Affect” are influential factors in academic procrastination, and by rearing “Productive Coping Style”, Academic Procrastination can be decreased.

Keywords: Academic Procrastination, Coping Styles to Stress, Positive & Negative Affect.
Introduction

Procrastination is one of the most common psychological and personal problems which it can be a very various barrier in pursuit of learners especially students to the progress and success. Procrastination is to postpone a work which we intend to do it (Alis & Naves, 2009). Academic procrastination is desire in repeated postponement of course activities and the experiencing of constant and problematic anxiety due to this postpone (Rothblum, Sdomon & Murakami, 1986). From another angle, it can be considered academic procrastination awareness which because of it the learner will do a homework, but, he can’t be finished it at the right time (Senecal, Koestner & Vllerand, 1995). This type of procrastination includes the experience of anxiety which is due to insistence on delaying academic activities (Wolters, 2003).

In investigation of reasons of procrastination, there are two different views. The first view is considered procrastination a fixed character weakness which it is caused people’s procrastination in many contexts and situations (Saddler & Buley, 1999). The second view knows procrastination a transient and situation state which it looks for its reasons in the decisive influences locations (Lay, 1994).

Within the framework of an interactive retrospective view, researchers have noted the role of stressful events and how to tackle of student with these events. Stress is a dynamic and multi-dimensional structure which has root in engineering concepts and it refers to the amount of external pressure exerted on objects (Emond & et al, 2016). When person is facing with the conditions in living or working environment which it does not fit with his current capacity, he is getting the lack of balance, conflict internal conflicts which are called it stress (Khodayari Fard & Parand, 2007). Selye (1950) showed that stressor factors can cause the incidence of different physical responses like hypertension. Damage to muscle tissue, infertility, development stops, sexual inhibition immune system suppression. Lazarus and Folkman (1984) believe that stress refers to stressing relation between person and environment and when person is powerless to deal with this situation, he affects mental and physical problems.

In recent decades, the stress term is attributed to a driver which it can be created changes recognition, excitement, conduct and physiology (Saw & et al, 2010). Overall, as Sarafino (2010; translated by Mirzaee & et al, 2003) states stress creates as a result the interaction between person and environment and they cause the creating of disharmony how realistic and how unrealistic among the essentials a position and person’s biological, mental, science resources. It seems that the events are not stressful by itself, but it can talked of relative contributions of events (Lazaros & Folkman, 1983). Therefore, over the past three decades, researchers have shown plentiful interest to coping styles with stressful factors (for example, Howerton & Van Gundy, 2009; Andrews & et al, 2010; Sexton & et al, 2010).

Coping styles with stress are included that a set of emotion regulation strategies which they act through transforming the physiological, experimental or behavioral responses. Coping is included range of activities including behavioral conflict (for example, problem solving), withdrawal behavior (drug consumption), emotional expression and emotion-focused activities like exercise and détente (Gross & Thompson, 2007). In one classification, these strategies are divided to the two types of avoidant and approach (Roth & Cohen, 1986). Avoidant coping is a defensive form of regulation which it is included ignoring, distortion, or run away from traumatic stimuli. Instead, the approach coping is included a cognitive, emotional and behavioral rotation to the stressful positions which is done in three ways: actively coping (direct action in relation to stressful situation), reception (emotional & cognitive confessions to the stressful realities) and
cognitive reinterpretation (learning or finding helpful points in traumatic and harmful situation or taking advantage of that situation for evolution of person).

Lazaros and Folkman (1984) know the coping styles with stress inclusive of problem-focused coping and emotion-focused coping. Problem-focused coping occurs more in the situations which person has changing ability feeling or control situation, while, emotion-focused coping occurs in the situations which people have not changing ability feeling or control situation. The newer classification has described four coping styles including logical, detached, emotional and avoidance styles (Roger, Jarvis & Najarian, 1993). Logical coping is defined as problem-oriented strategy and detached coping is defined as a strategy which the person takes away from problem. Logical and detached coping are considered generally effective styles and emotional and avoidance coping are considered often ineffective styles.

One of the most complete classifications of coping styles with stress is provided by Frydenberg & Lewis (1993). They have classified eighteen coping style with stress. These eighteen coping styles are included: 1) finding social support: including the situations which person shares his problems with others and he demands protection from them. 2) Focus on problem solving: person tries to investigate his problem systematically and to pay finding different solutions. 3) Doing hard works: person tries to cope with stress with attempt to do difficult works. 4) Public concern: it describes general anxiety of person. 5) Friendly links: it contains the situations which person is seeking for creating close and intimate relationship with people. 6) Finding belongs: person is watch and worried about his relation with others, especially about what others think about him. 7) Fact wish: person has hope and expectation of positive and good results of events. 8) Avoidance: person feels disability in the face of stressful events and he shows psychosomatic syndrome from himself. 9) Détente: person tries to create a better feeling in himself with the release of tension. 10) Social activity: in this method, person shares his worries and problems with the people who have similar concerns. 11) Forgetfulness: person tries to keep his problems out of consciousness. 12) Blame himself: person knows himself guilty in creating his problems. 13) Internalization: it represents person’s stay away from others with the aim of concealing his problem. 14) Spiritual support: person seeking help of God with the religious practices such as prayer. 15) Optimism: person tries to consider positive and favorable results of event. 16) Searching professional helps: person sees the experts like consultation or teachers to solve his problem. 17) Relaxing: person tries to create sense of peace in himself by doing activities like reading and painting. 18) Physical entertainment: person tries to control his internal situation by doing sporting activities.

Fridenberg and Louis (1993) found three main styles of coping with stress based on factor analysis. These three styles are included: 1) Productive style (including six ways of focus on issue, physical entertainment, relaxing, finds belong, do hard works & optimism). 2) Reference to others style (including four methods of search social support, search professional helps, search spiritual support & social activity). 3) Nonproductive style (inclusive nine methods of public concern, friendly links, search belong, fact wish, avoidance, forgetfulness, blame yourself, internalization & stress relief).

In the searching path for finding research record about the role of coping styles with stress in the students’ academic procrastination and if as Fridenberg and Louis (1993) have noted the coping styles is traceable in the area of person’s personality, several researchers have examined the role of personality factors in terms of academic performance. Some researchers believe that conscientiousness is the most important feature of people who have educational accomplishment.
Poropat, 2009; O’Connor & Paunonen, 2007). Leandro and Castillo (2010) concluded that people with high and low score in the personality dimensions use different coping styles. Their results showed task-oriented coping style is used more by participants who have internal locus of control, high self-esteem, low anxiety and depression, and conversely, emotion-focused coping strategy is used by participants with external locus of control, low self-esteem and high depression. In another research Penley and Tomaka (2002) showed that there is a strong connection between five factors of personality and stress and coping styles with stress. Shaw and et al (2010) showed that the personality traits of objectivism and conscientiousness predict problem-oriented coping styles and personality trait of neuroticism predicts troubled styles like hopeless thinking, resignation and emotion-focused strategy and search support. Howerton and Van Gundy (2009) in a research showed that emotion-focused coping was linked with low-taking experience. Other researchers have shown that procrastination behavior has positive relation with depression, neuroticism, underestimate yourself, forgetfulness, thrill-seeking, not competitive and lack of energy (Ferrari, Parker & Ware, 1992).

In general, researches have shown that procrastination had relationship with three major models of character, that’s mean, Millon model (Diaz-Morales, Cohen & Ferrari, 2008), Eysenck’s three factor model (objectivism, psychosis orientation & neuroticism) and 5-factor model of Costa and Mac Lycra (neuroticism, objectivism, experiencing, conscientiousness & palatability). And researchers also have moved toward coping styles with stress from this path. Colman and et al (2009) using a three-factor model showed that there is a linear relationship between procrastination and task-oriented coping style and in opposite there is a non-linear relationship between procrastination and emotion-focused coping style. According to researches, procrastination has relation with high problem-oriented and low emotion-focused. Lee, D, Kelly & Edwards (2006) showed that there is a relation between low emotion-focused and procrastination in school children 7-11 years old. Research of Schuler, Vasilenko & Lanza (2015) revealed that all aspects of problem-oriented coping has reverse relation with procrastination. And in this field self-control was the strongest predictor of procrastination. Neuroticism has also positive and significant relationship with procrastination.

As Lazaros and Folkman (1983) noted in addition to accept stress in life, it must be said that individual features (personality) is determinative of being stressful of physical or social situations. In this context, researchers have payed to the role of positive and negative emotions. Positive and negative emotions have been raised in the wider area of psychological well-being. Although, there are several research lines within psychology, however, the basic objective is similar in each of these multi research paths and this objective includes diligently and systematically effort to promote individuals’ well-being. The conceptual and content framework of research realm of subjective well-being shows a strong relationship with the main aim of psychology.

Ryff (1989) has introduced psychological well-being like a specific subject domain within subjective well-being. Furthermore, Ryan and Deci (2001) imaged increasing and decreasing in subjective well-being as the result of self-determination actions with an emphasis on a process model. According to Ryan and Deci (2001), achieve intrinsic life goals through god infrastructure for responding to basic needs help to increasing of subjective well-being of individuals. While, achieve extrinsic life goals has well-being decreasing due to lack of required efficacy to respond to basic needs of life. As well as Heller and et al (2004) separated top-down
(individual) and bottom-up (opportunity) theoretical approaches from each other in order to describe effective sources on individuals’ subjective well-being. Although, discussing these views help considerably to advance research realm of subjective well-being, but, the existing gap about nature of subjective well-being stay away from note field of interested researchers in this territory as a key issue. Any attempt to understand the intellectual content of subjective well-being area, firm methods, to promote it and determining effective factors on subjective well-being in the first step is required accurate identification subjective well-being nature. Accordingly, since the measurement of subjective well-being is considered an important aspect in psychological and sociological studies, Diener (1994) and Lucas and et al (1996) are characterized emotional and cognitive aspects of well-being from each other. The subjective well-being is included two distinct components of emotional (negative & positive emotion) and cognitive (life satisfaction). The emotional aspect of subjective well-being is expressed an emotional component which through it determines the level of positive and negative emotional experiences of individuals, the level of their well-being. Diener (1994) stresses that the most conventional described aspects of emotional experiences are negative and positive emotion. The positive emotions are indicated a level of pleasant engagement which it is included a range of positive emotions including enthusiastic, proud, strong and interested. In contrast, negative emotions is included a level of unpleasant engagement which it includes a range of negative emotions including feel of guilty, ashamed, irritable and distressed. The results of various studies are supported of concept of independence of dual aspects of negative and positive emotions empirically (Tompson, 2007).

Following-up the research tracks suggests that researchers of educational psychology area have examined the role of students’ emotions in academic performance always. For example, Saklofske and et al (2011) have noted the positive role of positive emotions in the academic success of students. This group of researchers also has noted the interfering role of negative emotions in the academic success of students. In a consistent way, Zeidan (2010) is paid to the beneficial impact of mindfulness therapy on emotions and he has shown that totally cognitive-behavioral therapy cause the increasing of positive emotions and decreasing of negative emotions. Pos and et al (2007) have shown also change of emotions under the influence of cognitive-behavioral therapy. The other group of researchers (like Diefendorff, Richard & Yang, 2008) are paid to the importance of emotional regulation and the important role of positive and negative emotions in job positions and they have shown that high job satisfaction and business success are in relation with positive and negative emotions always. In the outline, it is observed that the research paths are not unmixed and resonant and in this context, it is needed many researches. On the other hand, the identification of factors related to the academic procrastination can be an important step in order to reduce it in the field of education of country. This research is seeking the answer to this question which what factors can have role in students’ academic procrastination and what is the situation of academic procrastination according to the field of study. Thus, according to the above cases and with considering that in the field of procrastination especially academic procrastination is feeling the vacuum of internal intellectual researches, the overall goal of this research is to investigate the relation of coping styles with stress and positive and negative emotions with academic procrastination and also the investigation of interdisciplinary differences in the field of academic procrastination.
Research hypotheses:
1- There is a relation between productive coping style and academic procrastination.
2- There is a relation between referring to others coping style and academic procrastination.
3- There is a relation between unproductive coping style and academic procrastination.
4- There is a relation between positive emotions and academic procrastination.
5- There is a relation between negative emotions and academic procrastination.

Conceptual and operational definitions of variables:
1- **Academic procrastination:** It is included that type of awareness which because of the learner assumes or perhaps even he wants to do a course activity, but, he can’t finish it at the appropriate or expected time frame (Sankal, Kowestner & Valrand, 1995).
   In this research, academic procrastination will be measured through academic procrastination scale of (Solomon & Rasblom, 1984).
2- **Coping styles:** Coping is included range of activities including behavioral conflict (problem solving), behavioral withdrawal (drug misuse), emotional expression and emotion-focused activities like sport and détente (Grass & Thompson, 2007).
   In this research, coping styles are measured through youth’s coping styles scale of (Fridenberg & Louis, 1993).
3- **Negative and positive emotions:** Positive emotion and negative emotion are not contrasting modes of feeling, but these two creation are independent modes (not contrasting) of feeling (Zeidan, 2010).
   In this research, the positive and negative emotions are measure through positive and negative emotions scale of (Watson & et al, 1988).

Methodology

**Research plan:** This research is practical in terms of target and it is descriptive based on the data collection method (of correlational type). It is practical because the using of research results is for students’ performance improvements. And it is descriptive because it is considered the study of present situation of positive and negative emotions and coping styles with academic procrastination of students. And in this respect that researcher is seeking relationship and prediction of these variables, the research is as correlation type. In this research, positive and negative emotions and coping styles with stress are considered as predictor variables and academic procrastination is considered as the criterion variable.

**Statistical society, sample group and sampling method:** The statistical society is included all high school students of Fars province. For selecting sample, it is used multi-stage cluster sampling method. This means that at first, among all high schools of Fars, there were chosen six high schools randomly. After that, researchers visit intended classes and they are distributed questionnaires among students. Overall, the sample of this research are composed of high school students from different fields of Fars province (150 girls & 150 boys).

**Data collection tools:**
1- **Procrastination assessment scale-student (PASS):** This scale is prepared by Solomon and Rosbolom (1984) in order to investigate academic procrastination in three areas of preparing homework, preparing for test and preparing term papers and it is included 21 items. In front of each item is placed the five points spectrum of rarely (score 1) to almost
always (score 5). In addition to above 21 questions, it is considered 6 questions for measuring two features of discomfort to being procrastination and the desire to change the habit of procrastination. In relation to structure validity, the scale has approved factor analysis of its three-factor structure. About the reliability of scale they are announced 0.64 its Cronbach’s alpha coefficient (Solomon & Rosbolom, 1984). In Iran, the results of factor analysis in principal component method were represented the present of a general factor in academic procrastination questionnaire. The Cronbach’s alpha coefficient of scale was equal to 0.91 (Jokar & Delavar Pour, 2007). Khaje, Delavar Pour and Hossein Chari (2009) were reported 0.76 the reliability of this scale in their research.

2- Adolescent coping scale (ACS): This questionnaire was prepared Fridenberg and Louis in Australia in 1993. It has 90 questions (88 questions of answers pack, a sample question and open question) which it is used for measuring eighteen coping style with stress (and three general styles) in adolescents and young adults of 12 to 18 years old and 18 to 25 years old. To answer the questions of questionnaire, it is used Likert five degree spectrum. The degrees of this Likert scale are included: I do never use this method, rarely, sometimes, regularly and I use always. To any degree awarded 1 to 5 score. Cronbach’s alpha coefficient 18 was under the scale between 0.62 to 0.87 and the reliability of re-test 18 was under the scale between 0.49 to 0.82. As well as to investigate the reliability of questionnaire, it was used factors analysis which it was confirmed based the results of the nature of 18-factor of questionnaire.

3- Positive and negative affect scale (PANAS): To measure positive and negative emotions, it was used Panas’ positive and negative emotion scale. This scale was prepared and offered by Watson, Clark & Tellegen (1988) and it was evaluated 20 feelings (10 positive feelings and 10 negative feelings) in the form of words. The listed items of positive and negative emotions are described different emotions and feelings and each grouped in a positive emotions scale or a negative emotions scale. Participants respond all items on a Likert five degree scale. In this spectrum number 1 represents failure to experience the thrill and number 5 indicates the vast experience of thrill. For each subject the overall score of positive emotion is calculated through total score of participants in each ten descriptive attribute of positive thrills and the overall score of negative emotion is calculated through total score of participants in each ten descriptive attribute of negative thrills. This scale is scored as five degree of (1= I quite agree, 5= I quite disagree). The highest score in each component of positive and negative emotions is 50 and the lowest score is 10. In other words, the participants who are given score 5 to 10 questions get 50 score and the participants who are given score 1 to 10 questions get score 10. Score 50 indicates high positive and negative emotions and score 10 indicates low positive and negative emotions. Abolghasemi (2003) has reported 0.85 the Cronbach’s alpha coefficient for this scale interclass correlation coefficient components and the total scale is provided evidence of construct validity which these coefficients was from 0.74 to 0.94 and all of them were significant.
Findings
At first, it will be discussed about the offered significant of Pearson’s correlation coefficients in table 1. Then, we will pay to explain predictor variable share in criterion variable variance through regression analysis.

Table 1- correlation matrix between research variables

<table>
<thead>
<tr>
<th>Row</th>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Productive style</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reference to others style</td>
<td>0/50*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Unproductive style</td>
<td>0/36*</td>
<td>0/45**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Positive emotions</td>
<td>0/44*</td>
<td>0/46**</td>
<td>0/45**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Negative emotions</td>
<td>0/51*</td>
<td>0/56**</td>
<td>0/62**</td>
<td>0/54**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Academic procrastination</td>
<td>0/35*</td>
<td>0/29**</td>
<td>0/42**</td>
<td>0/37**</td>
<td>0/53**</td>
<td>1</td>
</tr>
</tbody>
</table>

Significant level *P <0/05 **P <0/01

As table 1 shows productive style has a significant negative relation with academic procrastination. But, reference to others and unproductive styles have significant positive relation with academic procrastination. Also positive emotions have negative relation with academic procrastination and negative emotions have a significant positive relation with academic procrastination. In order to investigate linear relation between coping styles and positive and negative emotions and academic procrastination and also investigation of predictor variables share (emotions and coping styles) in the criterion variable variance (academic procrastination), it was used simultaneous regression analysis. The results of this analysis have come in table 2.

Table 2- the summary of regression analysis results of coping styles with academic procrastination

<table>
<thead>
<tr>
<th>Predictor variables</th>
<th>B</th>
<th>B</th>
<th>P</th>
<th>R</th>
<th>R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productive style</td>
<td>0/187</td>
<td>-0/095</td>
<td>0/39</td>
<td></td>
<td></td>
<td>45/1</td>
</tr>
<tr>
<td>Reference to others style</td>
<td>0/175</td>
<td>0/078</td>
<td>0/59</td>
<td>0/56</td>
<td>0/30</td>
<td>45/1</td>
</tr>
<tr>
<td>Unproductive style</td>
<td>0/324</td>
<td>0/135</td>
<td>0/00</td>
<td>0/00</td>
<td>0/00</td>
<td>45/1</td>
</tr>
</tbody>
</table>

As table 2 shows productive style and unproductive style are able to predict academic procrastination. This means that is the strongest predictor factor of academic procrastination positively and significantly (β= 0.135, P< 0.006). In fact, for each change in unproductive style score create for 0.13 change in academic procrastination score. In contrast, other results confirms
that productive style predicts academic procrastination negatively and significantly ($\beta= 0.095$, $P<0.03$). That’s mean for each change in productive style score create for 0.09 in academic procrastination score.

**Table 3- the summary of regression analysis results of positive and negative emotions with academic procrastination**

<table>
<thead>
<tr>
<th>Predictor variables</th>
<th>B</th>
<th>B</th>
<th>P</th>
<th>R</th>
<th>$R^2$</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive emotions</td>
<td>0/822</td>
<td>0/252</td>
<td>0/0001</td>
<td>0/30</td>
<td>4</td>
<td>10/0</td>
</tr>
<tr>
<td>Negative emotions</td>
<td>0/396</td>
<td>0/129</td>
<td>0/019</td>
<td>0/09</td>
<td>3</td>
<td>73</td>
</tr>
</tbody>
</table>

Table 3 shows positive emotions and negative emotions are able to predict academic procrastination. This means that positive emotions negatively and significantly is stronger predictor of academic procrastination ($\beta= -0.25$, $P<0.001$). In fact, for each change in positive emotions score create for –0.25 change in academic procrastination score. In contrast, negative emotions positively and significantly is stronger predictor of academic procrastination ($\beta= 0.12$, $P<0.019$). In this case, for each change in negative emotions score create for 0.12 change in academic procrastination score. But, in this research also one question is raised that is academic procrastination is different in students due to academic field? It is provided the results of one-way variance analysis test to compare collected data related to humanities science, science and mathematics in table 3.

**Table 3- variance analysis to compare students in academic procrastination according to the academic field**

<table>
<thead>
<tr>
<th>Variance resource</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean of squares</th>
<th>Amount of F</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intragroup</td>
<td>5342/123</td>
<td>2</td>
<td>2671/061</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intergroup</td>
<td>78345/034</td>
<td>29</td>
<td>263/787</td>
<td>10/12</td>
<td>0/01</td>
</tr>
<tr>
<td>Total</td>
<td>83687/157</td>
<td>29</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results suggests that there is a significant difference between three fields of humanities science, science and mathematics in the field of academic procrastination ($F= 10.12$, $P<0.01$). The compare results of both means in Scheffe test showed that mathematic students are different with two other groups significantly. That’s mean the scores of mathematic students has difference in the amount of 8.34 with the scores of humanities science students and 7.21 with science in level of 0.05. That’s mean academic procrastination in mathematics group is lower than two other groups significantly.

**Discussion and conclusion:**
The aim of doing this research was to investigate relation of coping styles with stress and positive and negative emotions with academic procrastination in students. The results showed that the productive style predicts academic procrastination negatively and significantly. This
finding is aligned with many done researches (Watson, 2001; Shaw and et al, 2010). In explaining mentioned finding it should be pointed this point that productive style is included methods like: problem solving, relaxing, optimism and doing hard works. On the other hand, if we consider academic situation as a challenging and somewhat stressful factor, productive method indicates cognitive and reviewing and active approach which through it student is facing with situation directly and he uses all options and facilities to deal with stressful situation and thus the probability of withdrawing from school assignments (meaning academic procrastination) is decreased. In individuals who are used productive style, depression and anxiety which is underlie and it causes they can’t prepare and regular themselves for doing academic works is decreased. Another feature of these individuals is having self-control and self-seeking whereas; academic procrastination is placed in contrast to such features.

The other results of this research showed that reference to others style are not able to predict academic procrastination. This finding is aligned with research of Collins, Onwuegbuzie and Jiao (2008) and it is antithetic with Dubey (2010) research. It should be noted that reference to others style is included methods like: search social support and professional help and generally doing social activities. If it is focused to this method in terms of personality traits, it can be traced objectivism features in these individuals. The objectivism people are people who have desire to participate in social activities and creating much relation with others. This feature causes that people pay to academic activities lower and they spend most of their time to social interactions. Researches also somehow are approved this subject that objectivism people have lower academic performance (Mc Kown & Janson, 1991). In fact, people’s preference to create social relations causes that they postpone paperwork always. These characteristics are caused the person in stressful situations (such as training) instead focusing on problem solving, foremost is seeking for gaining support from others and getting help from others. The collection of these features is affected person to successive delays in addressing educational activities it provides field for academic procrastination. It is necessary to mention that the presence of positive relation between reference to others style with academic achievement is not reason not being procrastination of learners. Because a procrastination person may be can prepare himself for responding to a head tests.

The other results showed that unproductive style predicts academic procrastination positively and significantly. This finding is aligned with many done researches (Gross & Thompson, 2007; Sexton & et al, 2010). If we can’t consider unproductive style counterpoint of productive style, but, it can find some contradictions in them. For example, productive style is included methods like: problem solving, relaxing, optimism and doing hard works. But, unproductive style is inclusive of methods of blame himself, internalization, avoidance or détente. It is observed that whatever students try in productive style to deal with stress resource actively and cognitive and to solve problem (here academic situation), but students who are used unproductive style avoid from deal with stress resource and they try to reduce the mental impact of stress resource with the help of others. Unlike the productive style, in people who use unproductive style, depression and anxiety can become underlie the passivity and it causes they can’t prepare and regular themselves for doing academic works. Another feature of these people is weakening self-control and self-seeking. The weakness of these personality traits prepares a suitable bed for academic procrastination.
The other hypothesis of research is included that is positive and negative emotions can be predictor of academic procrastination? The results showed that positive emotion is negative predictor of academic procrastination and negative emotion is positive predictor of academic procrastination. The findings of Farsides and Woodfield (2003) as well show us it can be distinguished procrastination and non-procrastination students through their type of emotions. Positive and negative emotion indicates main dimensions of emotional states. It seems that the people who experience much positive emotion should experience relatively less negative emotion and people who experience much negative emotion should have a little positive emotion. But in fact, there is much evidence that show positive and negative emotion have not any relation with each other and there are not two sides of a coin. The reason for this issue is that the producing factor of positive emotion is pleasant events and experiences (Watson, Clark & Tellegen, 1988).

The review of the features of people who have higher score in positive emotion scale like kindness, sympathy, simplicity, being polite and humanism are often features which perhaps it can’t approve or explain incidence or lack of incidence of procrastination in people especially of education through them. But as well represents this issue that these features provide grounds for student to act actively in dealing with stressful situations and he does not give over conditions for itself. Generally, the presence of these features along with features like self-control, having discipline and planning in works, responsibility, efficacy, foresight in decision-making and being targeted all cause this capacity creates in people to show lower procrastination of himself in their routines including training. These people have high self-control by peace of mind and peace from doing works and this issue causes that they do not act excited and they act with deliberation and planning for each homework and activity they have ahead and they have time management.

In this regard, the results have shown that negative emotion is predictor of academic procrastination positively. As Freilich and Shechtman (2010) said most of students have learning, social, emotion and academic problems which it is overlooked often in school. In fact, positive and negative emotions both can predict procrastination and the result of consecutive procrastination. This is where it is specified the role of experimental researches and it can pay to manipulate the academic procrastination by doing and using treatment protocols of emotional regulation.

The results of variance analysis test to compare fields of humanity science, science and mathematics suggests that mathematics students have lower academic procrastination compare to others groups. It seems that motivational factors related to job and economic issues are one of the reasons of lower academic procrastination of mathematic students. The positive image to the field of study is an important motivational factor to ongoing, regular and targeted educational efforts. Another possible reasons of mentioned finding is that the nature of mathematic fields is in such a way that students should learn regularly and continuous and they have a more detailed plan for exams.

One of the important messages of this research for the country’s education system is that it is investigated the effect of coping styles with stress in other areas of students’ life and it is taught productive coping styles to students to deal with the stresses of everyday life. Due to destructive effects of academic procrastination, the investigation of academic procrastination changes in people seems very important. It is suggested that in researches, it is considered the formation of academic procrastination in people.
References


