

Research Paper

Examining the level of identity and academic well-being and their role in reducing academic procrastination of students

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Abstract

The purpose of this research is to investigate the level of identity and academic well-being and their role in reducing academic procrastination of students. The research method was descriptive-correlative in nature, and applicable in terms of purpose. The statistical population of the research was made up of 6225 secondary school students of Ramsar city. The sample size of the research was 188 people, which was obtained by random cluster sampling. In order to collect data, the standard questionnaires of academic identity by Vaz and Isaacson (2008), academic well-being by Pieterlin et al. (2014) and academic procrastination by Sulmon and Rothblum (1989) were used. Their validity was confirmed by academic experts and their reliability was also confirmed through Cronbach's alpha coefficient test. In order to analyze the data, the structural equation technique was used, accompanied by Lisrel statistical software and Spss statistical software. The research findings showed that there is a positive and significant relationship between academic identity and academic well-being. There is a negative and significant relationship between academic identity and academic procrastination. There is a negative and significant relationship between academic well-being and academic procrastination. The results of the research indicate that academic well-being plays a mediating role in the relationship between academic identity and academic procrastination of students. On the other hand, the component of successful identity has had the greatest impact on academic well-being and academic procrastination of students.

Keywords:

academic identity,
academic well-being,
academic procrastination,
education

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Extended Abstract

Introduction

Researchers pointed that when people consider their duties unpleasant, attempt procrastination. Since academic procrastination includes postponing a lesson until the night before test, which ultimately leads to the academic failure, it is probable to be in relation with the other inabilities in learning in students (Moradi et al, 2016). Academic well-being is one of important and effective variables in academic performance. It is derived from the theoretical basis of positive-view psychology, and those who behave depressively and have negative emotions such as anger, distress, and grief more than others are subject to the academic failure and leaving the school (Jahani et al, 2018).

Findlow (2012) considers the academic identity as the most important factor in academic performance and motivation to advance. Academic identity can be considered as an effective individual factor in occurrence of academic procrastination (Samimi et al, 2017). Academic identity is the process of everybody's sensible respond to his/her academic situation; whether he/she should study or not? Which way he/she should take, and thus search for his/her academic identity. If such an identity in a person, there will be some sense for movement and success in different aspects of education (Tran et al, 2017).

According to the mentioned materials, the main discussion of this research is that if there is any relationship between the academic identity and academic procrastination of the students along with emphasize on the moderating role of academic well-being of the high school students in Ramsar city.

Theoretical Framework

Academic procrastination is one of the behavioral problems that has a very high prevalence and is one of the variables related to the academic status of students. Procrastination is described as a lack of self-regulation and the tendency to delay what is necessary to achieve a goal. One of the manifestations of procrastination is the emergence of the characteristic or attribute of procrastination in school environments, which is called academic procrastination (Ghadampour et al. et al., 2020).

Academic identity is a reflection of the types of competences, autonomy, purposefulness, efficacy beliefs, and the experience of common emotions that teenagers have in classrooms with their peers and teachers, and its characteristic is how to act in academic fields (Frick & Brodin, 2020).

The academic well-being of students depends on their overall satisfaction with the level of fulfillment of their expectations (Davoodi Beilandi, 2017). Degarmo & Martinez (2006) consider academic well-being to have components such as the ability to do school assignments, satisfaction with education, and academic enthusiasm (Hietajarvi et al, 2019).

(Rashvandi & Ashouri, 2022) investigated the relationship between information literacy and teaching quality of teachers with academic well-being with the moderating role of students' study strategies. The research findings showed that there is a positive and significant relationship between teachers' information literacy and students' academic well-being. There is a positive and significant relationship between the quality of teachers' teaching and students' academic well-being. There is a positive and significant relationship between teachers' information literacy and students' academic well-being with the moderating role of study strategies.

Shalian (2021) in a research investigated the relationship between teachers' communication skills and students' academic well-being, emphasizing the mediating role of academic adjustment in first secondary girls' schools of Kashmer city. The results of the research

indicated that there is a positive and significant relationship between teachers' communication skills and students' academic adjustment and academic well-being. There is a positive and significant relationship between students' academic adjustment and their academic well-being.

Methodology

The research method is descriptive-correlative in nature and applicable in terms of purpose. The statistical population of this research included secondary school students of Ramsar city in the academic year of 2001-2014, with the number of 6225 people. In order to determine the size of the statistical sample, due to the large size of the statistical population, two schools were randomly selected and one class was selected from each school, which includes seventh to twelfth grade classes. A total of 12 classrooms were selected with a total of 188 students. To collect data related to the academic identity variable the questionnaire of Vaz & Izakson, (2009) with 40 questions; for academic well-being variable the questionnaire of Piternin et al, (2014) with 11 questions; and for academic procrastination variable the questionnaire of Solmon & Rasblom, (1989) with 15 questions were used; based on a 5-point Likert scale (completely agree to completely disagree).

Discussion and Results

SPSS and LISREL software were used to investigate the research hypothesis and analyze the data, and the results showed that there is a positive and significant relationship between academic identity and academic well-being, and there is a negative and significant relationship between academic well-being and academic procrastination, and There is a negative and significant relationship between academic identity and academic procrastination, and academic well-being plays a mediating role in the relationship between academic identity and academic procrastination.

Conclusion

The current research was conducted with the aim of investigating the level of identity and academic well-being and their role in reducing academic procrastination of students. There is a positive and significant relationship between academic identity and academic well-being. Students are trying to get the best grades for studying and their planned goals. They are not worried about their lessons because they study it at home after every class teaching and they are trying to do their best in the classroom (Dugas et al, 2020). There is a negative and significant relationship between academic well-being and academic procrastination. In the explanation of this finding, it can be said that students who only dream about getting their grades procrastinate and refuse to do their homework. There is a negative and significant relationship between academic identity and academic procrastination. We can point to two factors, one is the difference in the tools used and the other is the role of the goals of the country's education system and public culture in the field of paying attention to emotions and feelings (Flecknoe et al, 2017). Academic well-being plays a mediating role in the relationship between academic identity and academic procrastination. Students who do not have a correct and stable academic identity do not have the necessary concentration when doing school assignments, and are always nervous and hot-tempered. They will quickly become nervous and upset when dealing with problems and lose the power of thinking. These findings are consistent with the results of Was et al, (2018), Ozer & Akgun, (2018), Komarraju & Dial, (2019), Rashvandi & Ashouri, (2022), (Rahimi & Farhadi, 2017), and (Luzón, 2018).

According to the present research, it is suggested that the trainings appropriate to the conditions of the development of processes or new services for students should be taken into



consideration, it also suggested the use of advanced and modern structures such as team structures in different parts of the school for the participation of teachers and administrators together to help each other during the time when people have problems in doing their organizational work. At the same time, the trustees of education, especially teachers and school counselors, should try to create a happy and positive environment in the school so that students experience more intimacy and by holding educational workshops based on positive psychology, they can institutionalize the concepts of academic well-being.