

AWARENESS OF PROCRASTINATION OF HIGH SCHOOL STUDENTS IN HA TINH PROVINCE OF VIETNAM

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Abstract: high school students' procrastinating behavior greatly affects their learning as well as their lives. Therefore, the research on the perception of delaying behavior of high school students has an important meaning in the orientation and development of their personality. With the method of questionnaire survey, the study was conducted in 1000 high school students in Ha Tinh province of Vietnam. The research results have clearly shown that high school students in Ha Tinh province of Vietnam have low awareness of procrastination and are shown in terms of: signs of awareness, level of influence, and causes of procrastination.

Keywords: behavior, procrastination, awareness of procrastination, student, Vietnam.

ОСОЗНАНИЕ ПРОКРАСТИНАЦИИ СТУДЕНТАМИ В ПРОВИНЦИИ ХА ТИНЬ ВЬЕТНАМА

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Аннотация: откладывающее поведение старшеклассников сильно влияет на их обучение, а также на их жизнь. Поэтому исследование восприятия откладывающего поведения старшеклассников имеет важное значение в ориентации и развитии их личности. Методом анкетного опроса было проведено исследование у 1000 старшеклассников провинции Хатинь во Вьетнаме. Результаты исследования ясно показали, что учащиеся старших классов в провинции Ха Тинь во Вьетнаме плохо осведомлены о прокрастинации и показаны с точки зрения: признаков осведомленности, уровня влияния и причин прокрастинации.

Ключевые слова: поведение, прокрастинация, осознание прокрастинации, студент, Вьетнам.

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Introduction

Procrastination is a common human behavior. Whether male or female, young or old, wherever people are, people have the ability to procrastinate. Procrastination - the need to postpone what is intended to be done - is a phenomenon that has existed since the Cicero era and has attracted the attention of researchers. Procrastination is a common phenomenon in everyday life. Up to 70% of university students identify themselves as procrastinators and 50% of students procrastinate chronically and difficult to fix [2]. Students claim that procrastination accounts for more than one-third of daily activities [5].

Procrastination often has negative consequences for students' work and quality of life [7]. Studies have shown that delay not only negatively affects work performance and academic performance [6], but also causes feelings of shame and guilt [8], increases anxiety [1], stress [9] and depression [3] in students, but also has negative effects on their performance and academic performance [4]. At the same time, postponement has a relationship between that basic physical needs, learning dynamism.

Therefore, the study of high school students' perception of procrastination has an important meaning in enhancing students' activeness, initiative and dynamism in learning as well as in life.

Methods

Randomly selected classes - 1000 students at 4 high schools in Ha Tinh province, including: 263 students of Ha Tinh High School, representing students in the city, 237 students of Cam Binh High School representing students in the vicinity of the city, 257 students of Ham Nghi High School representing students in mountainous areas, 224 students of Nguyen Trung Thien High School representing students in coastal areas.

The research is done through a questionnaire survey method. The research results are processed by descriptive statistics: frequency, percentage

Results and Discussion

When examining the Awareness of the signs of procrastination, we asked: Which of the following options do you think is a sign of procrastination? " We come up with six options and let the students choose the signals they themselves think are signs of procrastination.

Table 1. The reality of high school students' perception of signs of procrastination

Items	Ha Tinh high school for the gifted		Ham Nghi high school		Cam Binh high school		Nguyen Trung Thien high school		Total	
	N	%	N	%	N	%	N	%	N	%
A	89/263	33,8	137/257	53,3	161/237	68,0	145/224	64,7	532/981	54,2
B	107/263	40,7	111/257	43,2	85/237	35,9	91/224	40,6	394/981	40,2
C	125/263	47,5	149/257	58,0	142/237	60,0	101/224	45,1	517/981	52,7
D	99/263	37,6	94/257	36,6	109/237	46,0	86/224	38,4	388/981	39,6
E	161/263	61,2	228/257	88,7	197/237	83,1	162/224	72,3	748/981	76,2
F	211/263	80,2	236/257	91,8	223/237	94,1	201/224	89,7	871/981	88,9
G	0/263	0	0/257	0	0/237	0	0/224	0	0/981	0

Note

A. Procrastinate when doing something even if the deadline is close;

B. Save a job and take a long time to either do it or be ignored;

C. Spend most of your time doing less important things;

D. Start doing things loudly, check in, and then stop;

E. Stop or get distracted while doing your job;

F. Have a habit of making appointments, waiting for a while or for tomorrow;

G. Immediately embark on the work to do, without hesitation.

The research results show that, students that the expression "Having a habit of making appointments, waiting for a while or for work," is a sign of delay, accounting for a high proportion (88.9%). 80.2% of students at Ha Tinh High School for the Gifted think that it is a sign of delay. As for the students of Ham Nghi High School, Cam Binh High School, and Nguyen Trung Thien, those figures are 91.8%, 94.1%, 89.7%, respectively. Next is the sign "Stop or distract while doing your job", accounting for 76.2%. The highest was at Ham Nghi High School (88.7%), followed by Cam Binh High School (83.1%) and Nguyen Trung Thien High School (72.3%), the lowest was Ha Tinh High School for the Gifted. 61.2% rate. In addition, the percentages of the signs of "Waiting to do something even though the deadline is close" and "Spending time doing less important things" account for more than 50% of the choice of high school students in Ha province. Static.

Accounted for 39.6% and 40.2% are the signs "Start to do things through loudspeaker, scale and stop" and "Save a job and a long time later do it or be abandoned. by". Compared with the rest of the signals, these figures account for a lower percentage. This could be explained that students rarely exhibit this behavior in life, in school, at work or otherwise, many students may not be aware of this sign of procrastination.

With the sign "Immediately embark on the work to do, do not hesitate" the percentage of students who said that this is not a sign of procrastination accounts for 100%. In other words, high school students in Ha Tinh province correctly identified this is not a sign of procrastination.

The signs that we have listed above are just visual cues, most students recognize the basic signs of procrastination. In addition to the familiar signs, the group of authors also delved into many other aspects of the procrastination routine with the aim of helping students to have the correct and complete perception of procrastination, thereby changing themselves, overcome procrastination.

In addition to the perception of procrastination behavior patterns, students' perceptions of procrastination are also assessed in terms of perceptions of the degree of influence. The group of authors posed the research question: "In your opinion, to what extent does procrastination affect the results of study, work as well as the success of each person?". We propose three options: 1. Very serious impact; 2. Impact but not too serious; 3. Not affected.

The results of assessing the impact of procrastination show that the percentage of high school students in Ha Tinh who think that behavior seriously affects academic achievement, work as well as the success of each person, accounting for 54.8%. Specifically, 66.9% of students at Ha Tinh High School for the Gifted said that procrastination has a serious impact on individuals. The figures for the three Ham Nghi High Schools, Cam Binh High and Nguyen Trung Thien High School are 48.4%, 55.3% and 46.4% respectively. Students realize themselves negatively affected by procrastinating behavior. Procrastination affects student achievement as well as success. Students' correct awareness of the impact level is the premise for overcoming and overcoming procrastination.

Besides, the research data also shows that there is a difference in the perception of students in Ha Tinh province about the impact of procrastination. In the city and suburban high schools, the proportion of students saying that delaying negative effects is higher than that of students in coastal and mountainous areas. It also means that the proportion of students in the coastal and mountainous areas saying that procrastination the effect but not too serious will be higher than that of students in cities and suburban areas. Survey data shows that in mountainous, coastal, suburban and urban schools are 42.4%, 45.1%, 36.7%, 26.6%, respectively. This proves that students in the suburbs are still subjective, and take the impact of procrastination lightly. The students in this group are not yet aware of the impact of procrastination; or have been, are affected but are not aware that it is procrastination. It is necessary to have measures to improve students' cognition because if this behavior is reinforced and repeated many times, it will greatly affect learning and life, especially the formation and development of the personality of the student.

To reverse the habit of procrastination, high school students need to be aware of the causes of behavior. There are many reasons for procrastination behavior of high school students in Ha Tinh. The authors surveyed the students' perceptions of the causes of procrastination. There are four basic subjective causes: Personal habits; Psychological fear, fear; Your own processing capacity; Perspectives on work.

Table 2. Awareness of the causes of procrastination

Items		Ha Tinh high school for the gifted		Ham Nghi high school		Cam Binh high school		Nguyen Trung Thien high school		Total	
		N	%	N	%	N	%	N	%	N	%
Subjective reasons	Personal habits	126/263	47,9	112/257	43,6	102/237	43,0	121/224	54,0	461/981	47,0
	Psychological fear, fear	101/263	38,4	86/257	33,5	93/237	39,2	99/224	44,2	379/981	38,6
	Your own processing capacity	136/263	51,7	124/257	48,2	127/237	53,6	118/224	52,7	505/981	51,5
	Point of view on the urgency of work	72/263	27,4	81/257	31,5	94/237	39,7	85/224	37,9	332/981	33,8
Objective reasons	Surroundings	98/263	37,3	119/257	46,3	126/237	53,2	113/224	50,4	456/981	46,5
	The era of technology development	117/263	44,5	104/257	40,5	118/237	49,8	107/224	47,8	446/981	45,5
	Insufficient orientation of the family and school	61/263	23,2	82/257	31,9	63/237	26,6	71/224	31,7	277/981	28,2

The survey data shows that the subjective causes influenced by personal habits account for 47%. The percentage of students who chose this plan at all four Ha Tinh High School, Ham Nghi High School, Cam Binh High School, Nguyen Trung Thien High School, the authors group collected 47.9%, 43.6%, 43% respectively. , 54%. This is a common trait of human mind and especially young people. Because habits are familiar things, repeating many times, becoming sticky. There are young people who have a habit when sitting at their desks will take their phones to check messages, check notifications on social networking sites. It is worth mentioning that many unexpected things happened, so the time spent on the above activities was prolonged, leading to delays in learning. Many students have a habit that while studying, they stop and spend time using their phones for entertainment. However, because of the lack of autonomy, students get caught up in technology devices, forget what they are doing, lead to delay, ... Many other students repeat their homework when they are due. last. In general, students in Ha Tinh province have familiar behaviors in everyday life that lead to procrastination.

The second subjective cause that students delay is fear and fear, accounting for 38.6%. There are many things that make students fall into this mental state. This is shown by fear of not being able to complete work, fear of teachers, parents, fear of friends making fun of ... When worrying, fear, psychological self-defense is a tactic. the ego is formed to protect the subject from anxiety. In other words, the tasks to do affect people's psychology, people develop self-defense, reject and then choose more comfortable jobs. When students are afraid, afraid, the brain also performs "The ability to distort awareness". Students in the learning and living process when assigned tasks to do often tell themselves that the job is not urgent or for a long time, ... This is a manifestation of self-distorting ability. awareness. People distort their perception to feel more secure, more comfortable, less stressed, and anxious.

Another subjective reason that many students rated as the cause of procrastination is the student's processing capacity (51.5%). The specific rate in Ha Tinh High School for the Gifted is 51.7%, at Ham Nghi High School it is 48.2%, at Cam Binh High School is 53.6% and Nguyen Trung Thien High School is 52.7%. Many students underestimate the difficulty of work, some others think that the job is not urgent so they have not done it, the rest may not know where to start but are afraid to learn so they are still delayed. job. High school students aged 15-18 years old, the ability to handle work is sometimes limited. When encountering the above problems, students need advice and orientation from adults such as teachers and parents. However, there are some friends who are afraid to share their difficulties, so the students' procrastination tends to become more and more serious.

The ultimate subjective cause of procrastination is "Point of view on the urgency of work". Compared to the three above-mentioned reasons, this cause accounts for a smaller percentage (33.8%). Although it is a small percentage, it cannot be denied that this is one of the causes of student delay.

Procrastinating behavior is not only rooted in students, but also the impact of factors around life. We give some objective reasons: the surrounding environment, the age of technological development, the incomplete orientation of the family, the school.

On the objective aspect leading to delayed behavior in high school students, accounting for 45.5% is the development of technology. Social development, accompanied by positive impacts are negative impacts on people. Students who are in the stage of psychophysiological development, always curious, want to explore the world around them, should choose to use technology equipment as a powerful assistant. However, when using technology equipment and applying technology too often, students are attracted, dragged, affecting their work to be done. In addition, with the great entertainment demand of high school students, students abuse equipment and apply technology, which is time consuming. This is a dangerous cause of youth to practice delaying behavior.

The surroundings are also one of the most objective reasons for procrastination. This cause accounts for 46.5%. Students in the process of learning and living are always in a collective environment, in a community environment that is school, family and society. The people around are one of the reasons influencing the behavior of young people. Students are influenced by their own friends, teachers, parents, and siblings. If the people around them procrastinate, then more or less that student will easily be affected.

In addition to the above reasons, research results also show that the role of parents/schools in knowing that their students are engaged in behavior is not expressed or clear.

Survey data show that, more than 70% (71.05%) parents only remind when their children show delayed behavior and nearly 20% (18.35%) of parents do not have What is your opinion. Only very few students choose the option of parents to remind and orient ways to fight procrastination, accounting for 10.6%. This reflects a situation that most parents are not aware of the seriousness and negative consequences of procrastination. Parents are either indifferent, indifferent, or do not have practical, regular and proper attention to correct and correct their children's misperceptions or wrong behaviors. Parents' prompt attention contributes to behavioral orientation for their children, therefore, in order to repel delayed behavior, it is also necessary to have help from parents.

Teachers also have a significant influence on behavior orientation for high school students. Survey 981 students of four high schools in Ha Tinh province through the question: "How do teachers orient behavior to help you repel

procrastination?" The options for students to choose are: 1. Specific orientation; 2. There is an orientation but not yet specific; 3. No orientation.

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Research data shows that, mainly teachers and schools have orientation but not specific or no orientation when students show signs of procrastination (accounting for 41.9% and 50.4% respectively). This shows that in the school environment, the teachers' attention to repel delaying behaviors has not been directed. In particular, there is a difference in the proportion of teachers who specifically orientate students for delayed behavior in localities throughout the province. The orientation of teachers in coastal and mountainous areas is lower than that of teachers in urban and suburban areas.

Conclusion

The student's perception of procrastinating behavior has a great influence on their studies, work, as well as their character formation. Studying perceptions of high school students in Ha Tinh province of Vietnam, we draw the following conclusions:

Students have fairly complete awareness of the signs of procrastination. However, awareness of the influence and procrastination of the children is not high. Furthermore, students also point out the causes of procrastination, including subjectivity due to an awareness of the urgency of the job, anxiety, fear, and ability to handle tasks. The objective reason is the lack of orientation and education of the home and school.

Therefore, in order to raise the awareness of students' procrastination, it is necessary to promote their subjectivity in problem-solving capabilities, increase confidence, arrange work, reasonable schedules and The care and support of the family as well as the school are of urgent significance.

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