

FEATURES OF USING COPING STRATEGIES IN STUDENTS WITH DIFFERENT LEVELS OF PROCRASTINATION

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The theoretical analysis of literature references on this topic enabled us to find out that the term "procrastination" is relatively new for national psychology. It means the propensity of an individual to constantly put things off for later. In a person, procrastination, in turn, can cause loss of productivity, guilt feeling, stress, other people's dissatisfaction due to non-fulfilment of obligations [2, p. 49].

Procrastination is a factor that can significantly slow down the process of self-education of an individual, its development, as well as interfere with the formation of a person in the social environment. Procrastination is based not on laziness, but rather on a complex inner experience of an individual, which is associated with real or imaginary stressful situations arising, and concomitant anxieties of various nature [1, p. 33].

As for the consequences of procrastination, it should first of all be noted that the most characteristic are stress, loss of productivity, feelings of guilt, others' dissatisfaction due to a person's failure to fulfil the obligations. Striving to complete the task in a fairly short limited period of time, a person experiences very great physical and emotional stress. Also, procrastination is the cause of a person's feelings of guilt for unfulfilled work, loss of opportunities, lack of self-actuating, and is a consequence of poor self-control [3, p. 25].

A person throughout their life develops so-called coping strategies to deal with stressful situations, that is, a system of purposeful behaviour of conscious mastering of the situation to reduce the negative impact of stress. Coping strategies are important and necessary if a person gets into crisis situations. It is due to the fact that

any crisis suggests the presence of some objective circumstance and a certain attitude of an individual to it, that is associated with the level of its significance, which is accompanied by the emotional and behavioural reactions of different nature and degree of intensity [4, p. 247].

The objective of the paper is to investigate the propensity of modern young students to procrastination and to study the features of using various coping strategies in students with different levels of propensity to putting things off for later.

To study the level of the propensity of students to procrastination, the method of General Procrastination Scale of C. Lay adapted by T. Yudieieva was used. We also used the Coping Strategies Questionnaire of R. Lazarus and S. Folkman adapted by T. Kriukova, Y. Kuftiak and M. Zamyshliaieva to identify coping mechanisms, ways to overcome difficulties in various fields, coping strategies in students with different levels of propensity to procrastination.

The study was carried out on the basis of Kherson State University, Faculty of Psychology, History and Sociology. An empirical sampling was made up of 2-4-year students aged 18 to 23 years. The total number of subjects in the study was 128.

In the course of empirical research, in studying the degree of students' propensity to procrastination, it was found that most of the students have an average level of propensity. That is, most students situationally tend to demonstrate the propensity to put things off for later. 21% of the subjects have a low propensity to procrastination, and 12% have a high propensity.

Based on the results obtained, two research groups were identified with well-defined levels (high and low) of procrastination propensity. The persons with a high level of propensity to procrastination were included in the first group of subjects, and the second group was comprised of subjects with a low level. The first group consisted of 15 persons, and the second – of 27 persons. The group of subjects with an average level of propensity to put things off for later was not included in the further study in order to increase the level of reliability of the results.

Analyzing the results of the study based on the Coping Strategies Questionnaire by R. Lazarus and S. Folkman adapted by T. Kriukova, Y. Kuftiak and

M. Zamyshliaieva, it was found that the most pronounced coping strategies in the students under the study with a high level of propensity to procrastination are distancing, avoidance, self-control and positive reevaluation, and almost not characteristic ones are the use of coping strategies of taking responsibility, social support-seeking, confrontation, planning of problem solving. In students with a low propensity to procrastination, the most pronounced coping strategies are positive reevaluation, social support-seeking, self-control and confrontation, the less pronounced ones are taking responsibility and planning of problem solving, and almost not characteristic ones are coping strategies of avoidance and distancing.

It was statistically found that the students who are prone to procrastination are more likely to use coping strategies of avoidance and distancing than students who are not prone to procrastination. And for students with a low level of propensity to putting things off for later, it is more common to use coping strategies of confrontation, social support-seeking, planning of problem solving, taking responsibility, and positive reevaluation than for students-procrastinators. There were no significant differences in the use of self-control coping strategies in students with different levels of procrastination. That is, for students, regardless of the level of propensity to putting things off for later, it is important to make efforts to regulate their actions and emotions in difficult life situations.

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