Self-Concept and Its Relationship with Academic Procrastination Among the Secondary Stage Students at Ajloun Governorate "Evaluation Study"

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Abstract

The study aimed to reveal the level of prevalence of the academic procrastination phenomenon among the secondary stage students at Ajloun Governorate center, and to reveal the differences between the male and female students from the scientific and literary streams, in addition to identifying the relationship between the self-concept and academic procrastination among the study sample, and the extent to which the self- concept explains the variance in the academic procrastination behavior. The population of the study consisted of (3445) male and female secondary stage students at Ajloun Directorate of Education, the study sample was (344) male and female students. To achieve the objectives of the study, the researchers used two scales: self- concept scale developed by El-Ghamdi (2009), and academic procrastination scale developed by Tamimi (2012) after checking their reliability and validity. The results of the study showed that there is prevalence of academic procrastination and to a medium degree, and the level of self-concept in the research sample was medium. In addition to the absence of statistical significance differences in the degree of academic procrastination due to gender variable. As well as the existence of statistical significant differences in the degree of academic procrastination due to the specialization variable and the differences were in favor of (scientific specialization) with a mean of (2.18). Finally, the results showed a statistically significant relationship between self-concept and academic procrastination.
Keywords: Academic procrastination, Self- concept, Secondary Stage

Introduction

There are many behavioral phenomena that are prevalent in the course of our lives in general and our educational process in particular. The phenomenon of academic procrastination is taking a clear and influential course in the academic process, which lies in the unnecessary postponement of some of the tasks that must be performed, delayed or abandoned until the last, some individuals fail to complete their duties because of their procrastinating and avoiding performing tasks, In addition to personal fears of failure, or because of questioning one's personal abilities. We find that procrastination appears through the postponement of a desired behavior to a later time, which impairs the achievement of the individual's goals, and sometimes it is acquired behavior, and at other times it is a form of resistance or a way to avoid work that he doesn't consider to be fun or valuable, or any positive consequences behind it.

Some studies have focused on the behavior of procrastination. The first type is determined by postponing students to academic duties until the last possible minute. The second type which is represented by the everyday life activities, it is another behavioral form of procrastination which includes the difficulty of scheduling and completing daily activities such as a doctor appointment. The third type is the reluctance in decision making, and this is evident in the inability to make the decision in its time either for the situations or the main or secondary topics such as the trend towards a particular study, and the fourth type, which is the most difficult type of procrastination and it appears as a kind of compulsive or dysfunctional when the individual suffers the impact of both the procrastination in decision-making and behavioral procrastination at the same time as if paralyzed when trying to live in daily life, which leads to serious consequences. (Muslehi and Al-Husseini, 2004).

Meyer (2000) believes that the procrastinating behavior is illustrated by the fact that performance is equal to capacity, which in turn equals self-worth. Failure to perform a task indicates that the lack of power corresponds to low self-worth. It seems that most theories examined the reasons for these widespread procrastination that interpreted procrastination as a strategy used to protect the weak sense of self-esteem (Burka & yuen, 1983).

Self-concept is the cornerstone of personality, and its main function is the pursuit of integrity and consistency of personality, direct the behavior, and a driving force, the positive self- concept makes the individual adapted to the environment in which he lives, and is characterized by a distinctive identity of others, and the amendment of self- concept makes a change in behavior, It is possible to create new experiences within a new organization, in a sensuous way, so as to remove the sense of contradiction and tension. Based on the fact that the self- concept organizes behavior, multi-faceted, and hierarchical, its base is formed in early childhood, and this construction continues to elevate lifelong (Al Thaher, 2004).

Search Problem and its Questions:
Based on the nature of the work of researchers as faculty members in the Department of Educational Sciences and through their follow-up to students of field training and to reading the records related to their performance and their daily guidance achievements and behavioral problems of students at schools supervised by them with the assistance of educational counselors in those schools, during the weekly meetings with the field training students, the problem of academic procrastination has emerged as a more frequent academic behavioral problem, through which these students are referred to the educational advisor as these behaviors constitute a common denominator in most of the public schools where these students are trained. Based on the nature of the work of researchers in the Department of Educational Sciences, they believed that this behavior is related to their self-concept.

In order to verify the researchers' belief, the study was an attempt to learn about the prevalence of the behavior of academic procrastination and its relationship with the self -concept among secondary school students in Ajloun governorate. In light of this, this research attempts to answer the following questions:
1. What is the prevalence of academic procrastination among secondary school students in Ajloun governorate?
2. What is the prevalence of positive self-concept among high school students in Ajloun governorate?
3. Are there any statistically significant differences in the degree of academic procrastination according to specialization (scientific, literary) and gender (male, female) among high school students in Ajloun governorate?
4. What is the extent to which the self-concept variable explains of the variation in the academic procrastination behavior among high school students in Ajloun governorate?

Research goals
The aim of the research is to shed light on the concept of academic procrastination and self- concept of self by presenting the theoretical framework of these two concepts. It also defines the extent of the phenomenon of academic procrastination in the research sample. It also aims to identify the differences between students of the scientific and literary stream, males and females in the academic procrastination in addition to identifying the relationship of the self-concept with the academic procrastination among the study sample in addition to knowing the extent to which the self-concept explains the variation in the academic procrastination behavior.
The importance of the research:
1. The scarcity of local studies in particular and in the Arab world in general, which dealt with the two variables together, within the knowledge of the researchers.
2. The importance of the stage of adolescence and the various conditions that the student is exposed to, including psychological, family and school. Which through research and study some of the psychological variables and the resultant results can guide and contribute effectively in the face of academic procrastination among the secondary school students in Ajloun.
3. The researchers attempt to shed light on the concept of academic procrastination, its types and causes, as well as shed light on the self-concept and the factors associated with it.
4. The results of the current research can be used in the field of psychological counseling and pedagogy of students in schools through the design of guidance programs that work to give students the positive concept towards self, and avoid the behavior of procrastination.

Research Determinants
- The research is determined by the students of the secondary stage in the Directorate of Education of Ajloun and who are registered in the Constraints of the Directorate of Education of Ajloun Governorate during the second semester of 2016.
- The results of the research are determined by the tools used in the research, as well as the statistical methods used to analyze the responses of the research sample on the tools used.

Theoretical and Procedural Research Terms
The academic procrastination is referred to as the voluntary postponement of the performance of the specific work to be performed despite the possible negative consequences of this delay (Steel, 2010). The researcher defines it as the tendency of the individual to delay the commencement of academic tasks or to postpone their completion. This results in a feeling of emotional tension, and it is defined procedurally as to the degree to which the respondent receives on the search tool used in this search.
Self-concept: A composite concept that involves many components of psychological, cognitive, social and moral, working harmoniously integrated among each other, this concept continues in its growth and development the stages of development and begins in the formation since the first year of the child's life and gradually progresses by maturity, experience, learning and socialization, it is a panoramic image of self at all levels (Ahmad, 2004).

Procedurally it is defined as the degree to which the respondent obtains on the self-concept scale adopted in this research.

Theoretical framework
Academic procrastination

The academic procrastination refers to the tendency to leave, disable or completely avoid the termination of the activity assigned to the individual (Tuckman, 2002). Lavoie &Koestner (1997) defines academic procrastination as knowing that an individual must complete a task but fails to push himself to achieve the goal within time, and this process is usually accompanied by feelings of distress associated with anxiety and self-blame. While Gafni & Geri (2010) referred to procrastination as delaying any activity under control for the last possible moment, or don't do it at all, and that the behavior of procrastination exists in all ages. This behavior is common among adults, and school and university students alike (Wolters, 2003). It is the beaten path in an individual's life, which is usually automatic where it does not require thinking or planning. You cannot start your day by saying that I will procrastinate today, but in fact quite the opposite. It is natural to say at the beginning of your day that you will not take this path, but you fall into this habit. You find yourself procrastinating without realizing that when you intend to perform a task you find yourself standing hesitantly and then moving away from it (Basco, 2010). Obada (1993) notes that there is a series of studies on the phenomenon of academic procrastination in the field of education, which indicated that the characteristics of the postponement of preparation for the exam when the time to prepare for the exam is daydreaming and seducing and doing other unnecessary things and avoid sitting for studying and it is difficult for him to organize times for studying and he do a lot of activities, visits and watching television, he spends too much time in preparing the place for study, he is very interested in sleep, and finally he is the person who takes procrastination as a way of life. as well as over-estimate the time necessary to complete the task in a reasonable manner, and also characterized by low self-confidence and high anxiety of obesity and depression and nervousness and forgetfulness and lack of regulation and non-competition and loss of energy, and the inability to make a decision, in addition to that the deferred students are more likely to withdraw from the course that depends on self-speed. Obada (1993).

As for the reasons for academic procrastination, Noran (2000) points out that this behavior is caused by the inability to organize time, which causes the delay of the completion of tasks, in addition to the lack of concentration during the missions, which distracts the attention of the individual, and contributes to the phenomenon of concern and fear of making mistakes during performance. However, Joana (2009) has shown her point of view about the reasons for the procrastination of adding some aspects such as the reasons for the tasks, namely the characteristics and quality of tasks such as difficulty of the task, as well as reasons related to the vision of the individual and these include personal impression of self-efficacy and self-esteem and self-perception. If the individual perceives the situation as a threatening situation and does not have the appropriate resources to deal with this threat, then he responds with pressure and anxiety and tries to escape the situation. The individual who is afraid of failure or cannot perform a specific task becomes anxious when asked to perform these acts and decreases his concerns to delay it as much as he can, and the avoidance of the task or procrastination is strong negative support because it reduces anxiety and thus a consolidation of the mode of avoidance of the task. Jaradat (2011) claims that academic procrastination may arise due to some reasons such as the excessive pampering of the student from his family, in addition to the character of the student was not indifferent or adaptive, and tends to stay at home more than to go out to play with colleagues to watch television films Which focuses on the negative aspects of science, as well as the behavior of the student with his family, which has a negative role in showing him not desirable to him, as well as the absence of the recreational environment that the individual needs. In addition to the school violence in all its forms and the issuance of words boredom of work and teaching, whether it is a phenomenon or a situation may lead students to absenteeism and the failure to use programs that are not systematic or interesting lead to increasing the gap between the student and the school, and seek to find educational and recreational programs that help to promote the desire to get to school with optimism.

Mayer (2000) finds that the procrastination behavior consists of the fact that performance equals power, which in turn equals the value of the self. Failure to perform the task indicates that the lack of power corresponds to the low self-worth, and therefore the individual is afraid to fail because of the importance of success in defining self-worth, and procrastination due to the inability of the body to resist disability, the inability to evaluate performance to fit the ability.

Holmes (2003) says that in general, procrastination has several forms:
1. Academic procrastination that is determined in the delivery of the requirements of the semester or prepare for the exam at the last minute.
2. Procrastination in decision-making: the inability to make decisions in a timely manner.
3. Compulsive procrastination: This is the delay in decision-making and behavioral delay.
4. Nervous procrastination: the postponement of major decisions in life.

5. Procrastination in the routine of life: This is evident in the difficulty in performing normal daily work on time.

Self-Concept

The impact of self-concept on human behavior has been demonstrated by its interaction with the surrounding environment, leading to the need for self-consideration and to a selective perception of experiences of conditions of competence. The mismatch between self and experience leads to a decrease in behavior to the extent that some of this behavior is proportional to the self-concept and becomes a symbol of consciousness. While others represent those experiences that were not represented or absorbed within the structure of the self, and were not considered or distorted to be consciously compatible with the self (Alasimi, 1998).

The first experiences have an important and certain role in human development. It has been found that these experiences have an impact on the self-concept. Many researchers have found that self-concept develops in the early period of life. The nature and type of self-concept depends on the nature and type of the first experiences (Khader, 1992).

Rogers points out that psychosocial compatibility occurs when all external sensory and internal sensory experiences are coded in the sense and are connected or consistent with the self-concept. Most of the methods chosen by the individual are consistent with his / her own concept of the self (Alasimi, 1998).

Many scholars emphasize the great influence of self-concept in the behavior of the individual and the impulse and guidance of some of those who pointed out that those who see themselves are not desirable or bad and have no value but to walk according to this image that they see themselves, as the owners of the unrealistic concept of themselves tend to deal with Life and people in unrealistic ways. They also have a perverse or anomalous concept about themselves and thus lead them to behave in perverted or abnormal ways. Information about how an individual perceives himself is important if we try to play a role in helping the individual or trying to assess him (Shoukir, 1995).

Rogers referred to self-concept as a coherent, conceptual construct consisting of perceptions of the characteristics of the self, perceptions of his relations with others, and perceptions of different aspects of life with the values associated with these perceptions (Al-Asimi, 1998).

It is also pointed out that it is a structured and educated cognitive formation of the sensuous perceptions, and divisions of self, which clarifies the individual and consider it a psychological definition of himself and the self-concept consists of the individual's self-consistent, specific ideas, the exclusion from the different elements of his inner or outer universe. These elements include perceptions that define the characteristics of the self, as well as are reflected in the self-description of the individual conceived by (Zahran, 1989). Self-concept also referred to as a mental image or an idea we possess and carry on about ourselves and use it to define ourselves and to classify our behavior as well. This originates from three rationales: unity or persistence of behavior, purposeful behavior that takes place over a long period of time and self-control (Esselyn, 1996).

Al-Ahmad (2004) refers to the self as a composite concept that involves many psychological, cognitive, emotional, social, and ethical components that work in harmony with each other. This concept goes on in its development and developmental stages and begins in formation since the first year of life, processes of maturity, experience, learning and socialization (Al-Ahmad, 2004).

In their analysis of many studies on the many differences in self-concept between men and women, Jaber and Al-Khudari (1978) suggest that males expect reinforcement and punishment as a result of self-efficacy or inefficiency, while females expect it as a result of friendship or hostility to the environment. they also refer that more desire for personal achievement while females are more willing in friendship and social empathy and that male thinking is more self-directed while females are more environment-oriented (Jaber, Al-Khudari, 1978).

Based on the above, researchers see that there is a focus on the role of the self- concept in the organization of different aspects of the personality and it is a virtual concept includes the views, ideas, feelings, beliefs, experiences, aspirations and values that describe the individual and express the characteristics of physical and mental and personal, as well as to highlight the function of the concept of self in the identification of behavior where the individual understands himself through examining his behavior. The self-concept also involves the individual's imagining of what appears to him in the eyes of others and their judgment on him, all through the interaction of the individual with his cultural, social and natural environment.

The relationship between self-concept and some of the behaviors of life has been pointed out that individuals with negative perceptions of themselves will be less effective than those who have a sense of self-image positively, since the positive self-concept felt by the person makes him more satisfied and more confident and less anxious, clear to achieve the same and be achievable so that the person be more control of his behavior. Conversely, when self-concept is not positive in the person, it reflects the psychological discomfort and stress and lack of psychological happiness and become behavioral control externally interfere with external factors can deviate from the field of correct adjustment. The more self is accepted and better the self becomes more realistic. It is also indicated that there is a correlative relationship between the realistic understanding of self, the positive

concept of it and the internal control of behavior. Therefore positive behavior towards ecstasy is presumed to be strongly associated with a positive concept and internal control, Negative and various forms of abuse of most environmental stimuli with a negative concept, and an external control center, each of which guides behavior within the environment (Esselyn, 1996).

Based on the above, the researchers see that self-concept is the essential factor in the control of human behavior, it is a driving force to regulate, control and guide behavior, determines self-responses in different life situations, and gives explanations for the responses of others, On the one hand, it affects in one way or another in determining the way others deal with him.

Previous Studies
The academic and psychological aspects related to academic procrastination have been of interest to researchers due to the great impact on the achievement of students on the one hand, and on the other hand the spread of this phenomenon among the students, the reasons vary depending on the individual differences between students and many variables that may vary from one environment to another, and from one age group to another, and studies that the researchers could obtain were the following studies:

Marie & Lucien (2015) study aimed at identifying the psychological factors that lead to academic procrastination (motivation, emotional regulation, cognitive organization, self-esteem). The results of the study showed that the psychological factors are all linked to the process of academic procrastination and the most related to the difficulty of organizing the cognitive and self and psychological factors predict academic procrastination, and there are differences between males and females in academic procrastination and for the benefit of males.

The study of Al-Salimi (2015) aims to know the level of practicing of academic procrastination and academic motivation and the relationship between them and the sample of the study consisted of (160) students from the University College in Makkah and Al-Lith. The results indicated that academic procrastination and self-motivation came up at an average level, and that there were differences in the level of academic procrastination due to geographical location in favor of Al-Lith college. The existence of difference in the level of academic procrastination due to the first year variable among the students of Al-Lith College, and there are differences between the students in terms of motivation for the students of Mekkah, and the existence of a statistical significant negative relationship between academic procrastination and self-motivation.

The study of Nuab and Mohammed (2014) aimed at identifying the habits of memorization among university students and defines the academic procrastination of the university students according to the gender variable in addition to knowing the relationship between the habits of memorization and motivation towards the achievement and academic procrastination among the university students. The study sample consisted of (400) male and female students from the Faculty of Basic Education at the University of Diyala and the results indicated that the members of the research sample possess the habits of study and that the females follow the habits of study more than the males, and the results indicated that academic procrastination is high among students low in the vitality of conscience, and there are no differences between males and females in the degree of academic procrastination and the existence of a statistically significant negative correlation between the habits of recall and motivation towards academic achievement and procrastination, which shows that the more the use of habits of recall the academic procrastination decreases.

Abu Ghazal (2012) aimed at identifying the prevalence of academic procrastination and its reasons from the perspective of university students, and whether the extent of this spread and its causes vary according to the gender of the student, his academic level and academic specialization. The study sample consisted of (751) male and female students. The results of the study indicated that there were statistically significant differences in the prevalence of academic procrastination due to the variable of the academic level. It was the highest percentage among fourth year students. The study did not reveal differences in academic procrastination due to gender and academic specialization.

The study of Tamimi (2012) aimed at measuring the academic delay in the research sample in addition to identifying the differences according to the gender variable (male - female), and measuring the psychological pressure among the members of the research sample in addition to knowing the differences in psychological pressure and know the relationship between academic delay and psychological stress, The sample of the study consisted of (400) students from the faculties of the University of Diyala and the results indicated that the sample of the study suffers from academic procrastination, and there are no differences in the academic procrastination depending on the gender variable (male - female), and the existence of a positive relationship of statistical significance between the academic procrastination and psychological pressures.

Brunlow & Reasinger (2011) which aims at determining the relationship between academic procrastination and perfectionism and control and individual methods, as well as the preference for work resulting from internal satisfaction for the performance of the task or external assessment of others due to the performance of the task. the sample of the study consisted of (96) university students. The results indicated that the reasons for the

academic delay are due to the aversion to the task, the difficulty of making decisions, and that the females are higher than the males in the degree of academic delay. The results also showed that the perfectionism and tendency towards external attribution are all expect the academic procrastination and found that those with Low academic procrastination proficient in academic tasks more.

The results of the study of Ozer,Demir & Ferari (2009) aimed at verifying the prevalence of academic procrastination and its causes in the light of gender variables and academic level. The study sample consisted of (784) male and female students. The results indicated that (25%) of the students referred to the existence of frequent academic procrastination, and that males are more frequent in academic procrastinating tasks than females. The results indicated that there are no differences in the level of academic procrastination and its reasons are attributed to the academic level.

The study of Joanna (2009) aims to develop a cognitive behavioral program for academic procrastination that increases time management skills and increases the time of reflection and anxiety treatment of a group of adolescent students and university students. The results of the study revealed that the program in accordance with its strategies has identified the reasons for academic delay through the behavioral knowledge program, which uses different strategies in its sessions. It also showed an inverse relationship between self-esteem and academic procrastination and that with high self-esteem the tendency for academic procrastination is declining.

Ahmed's study (2008) aimed at identifying the relationship of academic procrastination to some variables and to identify some variables that can contribute to predict academic failure. The sample consisted of (200) students from the Faculty of Arabic Language and Faculty of Sharia' at King Khalid University within the age group 17-20 years. The results indicate differences in the degree of academic procrastination between students of the Faculty of Arabic Language and students of the Faculty of Sharia and the existence of statistical significance differences between high and low academic degrees of achievement in favor of the sample of the Faculty of Sharia'. Both satisfaction with the academic evaluation and the overall degree of academic achievement can be predicted by Academic procrastination.

The study of Sherit and Mahmoud (2008), aimed at identifying the differences between males and females in academic procrastination, and the relationship between academic procrastination and self-efficacy. The study was applied on a sample of (538) male and female students. The results indicated that there were differences between students and students in the academic procrastination in favor of the male students, the existence of the relationship between academic procrastination and self-efficacy. There were also significant differences between low and high academic procrastination in self-efficacy in favor of low academic procrastination among male and female students, and the academic procrastination of male and female students in a global structure with motivation to achieve in school work, and self-efficacy.

The study of Issa (2006) aimed at measuring the dimensions of self- concept and its relation to the achievement of the students in the ninth, tenth and eleventh grades in Jordan, and the study of the impact of gender and the level of education and the level of achievement in their self-concept. The sample of the study was (720) male and female students from Irbid. The results indicated a statistically significant relationship between self- concept in all its aspects with the academic achievement in the various study groups and the absence of statistically significant differences between the self -concept and the academic achievement attributed to the gender variable.

The researchers benefited from these studies in several aspects including: in the formulation of the problem of the study, its objectives and questions, and to see the methodology used in these studies to take into account the current study, as well as to find some references and sources that dealt with the variables of research, In previous studies, whether by agreement or conflict. The present study was distinguished from other studies that dealt with variables that were not previously studied by researchers. In addition, the standards of validity and reliability of the two scales were applied to a Jordanian sample in Ajloun Governorate and no research procedures were applied in this subject.

Methods and procedures
Population of the research and its Sample
Population of the Study

The population of the research consists of all secondary school students in the Directorate of Education from the academic public schools in Ajloun Governorate, based on the statistics of the Directorate of Education of Ajloun Governorate for the academic year 2016/2017. The total number of students is (3445) students, (1753) male students are divided into two majors (699) students from the scientific stream and (1054) students from the literary stream. The female population was (1692) among them (684) female students from the scientific stream as well as (1008) students from the literary stream distributed in (28) schools among which (14) for males and (14) for females in the first and second secondary grades.

Sample of the Study

The sample of the research sample was 344 students who were randomly selected. The percentage of the sample was (10%) of the total population. Table (1) describes the members of the research sample according to the variables of gender and specialization.

Table (1): Distribution of study sample according to personal variables

Variable	Category	N	Percentage
Gender	Male	175	50.9
	Female	169	49.1
	Total	344	100.0
Specialization	Literary	206	59.9
	Scientific	138	40.1
	Total	344	100.0

Search Variables: Academic Specialization: (scientific, literary), Gender (male, female), Self-concept, Academic Procrastination.

Tools of the Study

A) The academic procrastination scale.

Tamimi (2012) prepared a scale of academic procrastination, which includes (35) paragraphs expressing the behaviors of academic procrastination practiced by students.

Validity of the scale

The researchers carried out a series of procedures to verify the validity of the scale and its reliability. They did not limit themselves to what Tamimi did, but presented it to nine teachers in the field of Arabic language, psychology, orientation and guidance to ascertain the accuracy of the paragraphs and its appropriateness to the Jordanian environment. The researchers also conducted an exploratory study to determine the clarity of the words in the tool as well as to identify the time required to respond to the tool identified by the researchers in 15 minutes. The researchers also worked on verifying the correctness of the discrimination validity by dividing the scores of the survey sample to Quartiles and then calculating the significance of the differences between the averages of the first and fourth Quartiles grades by using the T test. The results indicated that there was a statistical significance at the level of (0.01) Indicates the ability of the scale to distinguish between high and low grades.

Reliability of the scale

The researchers applied the sample to a sample of 20 students and then it was re-applied 14 days later on the same sample. The results indicated a correlation of (0.891) on the instrument as a whole between the first and second applications with a statistical significance of (0.01). The value of the reliability coefficient was expressed by the Alpha Cronbach coefficient was (89).

Correction of scale

The scale included a (35) gradient statement with a triple gradient, giving the respondent (3) degrees for completely agree, and (2) degrees agree with a moderate degree, and (1) degree for disagree, thus the degree to which the respondent can get between (35- 105) degrees. The following values have been adopted for arithmetic means as a criterion for estimating high, medium or low scores.

- The arithmetic mean (1.66 and below) is low.
- The arithmetic mean (1.67 - 2.33) is moderate.
- The arithmetic average (2.34 and above) is a high rating.

B) Self-concept scale

Al-Ghamdi (2009) has prepared the scale after reviewing many of the Arabic and foreign scales and the studies related to the self-concept. The scale includes (81) paragraphs and each paragraph expressing a status, position or action, including self from all aspects (personal, family, , Moral, and social).

Validity of the scale

The researchers carried out a series of procedures to verify the validity of the scale and its reliability. They did not limit themselves to what Ghamdi did, but presented it to nine teachers in the field of Arabic language, psychology, orientation and guidance to ascertain the accuracy of the paragraphs and its appropriateness to the Jordanian environment. Most of their notes were to replace some words and rephrasing some of the paragraphs. The researchers also conducted a survey to determine the clarity of the items in the tool, as well as to identify the time required to respond to the tool identified by researchers with (30) minutes. The researchers also worked on

verifying the correctness of the discrimination validity by dividing the scores of the survey sample to Quartiles and then calculating the significance of the differences between the averages of the first and fourth Quartiles grades by using the T test. The results indicated that there was a statistical significance at the level of (0.01) Indicates the ability of the scale to distinguish between high and low grades.

Reliability of the Scale

The researcher applied the sample on a sample of 20 students and then was re-applied 14 days after the same sample. The results indicated a correlation of (0.861) on the instrument as a whole, with a statistical significance at the level of significance (0.01). The value of the reliability coefficient was expressed by the equation Kronbach Alpha was (84).

Correction of the scale

The scale (81) includes a graduated paragraphs, the respondent is given (3) degrees to answer the variant, (2) degrees to answer the variant apply moderately, and (1) to answer the alternative that does not apply to positive paragraphs. The weights reflect the condition of the negative paragraphs and thus the degree to which the respondent can get between (81-243). The following values have been adopted for arithmetic mean as a criterion for estimating high, medium or low scores:

- The arithmetic mean (1.66 and below) is low.
- The arithmetic mean (1.67 - 2.33) Average grade.
- The arithmetic average (2.34 and above) is high.

Research Methodology

This research is based on the descriptive pattern of studies that are designed to analyze and study the current facts concerning the nature of the research problem in order to obtain sufficient and accurate information about it. This research does not stop at data collection, but extends to categorizing, recording, interpreting, and analyzing the data and facts, and analyzing them comprehensively, in order to draw conclusions and explanations which are useful in describing the current research problem. Hence the analytical descriptive approach that expresses the phenomenon in question has been used quantitatively and qualitatively, which does not stop at the description of the phenomenon, but rather to analyze it, uncover the relations between its various dimensions in order to interpret it and reach general conclusions that contribute to improving and developing reality.

Research procedures

After the researchers obtained approval from the Ministry of Education in Jordan to apply the study tools to a sample of secondary school students in Ajloun Governorate, the researchers identified the people to be distributed the research tools. After that, the members of the sample were visited in the classrooms and explained the purpose of the research, as well as the instructions related to the response to the two tools, and they were assured that the purpose of the research for scientific research purposes was that they were voluntary and were not asked to write their names on the research tools.

Statistical Treatment

The researchers used the frequency and percentages of the personal variables of the research sample, as well as the arithmetical averages and standard deviations of all the fields of the research tools. In addition, the Independent Samples Test was applied to the independent samples to detect differences in the degree of academic procrastination according to specialization (scientific, literary) and gender (Male , Female) among the study sample, and also used Correlation coefficient to detect the relationship between the self-concept and the academic procrastination in the research sample. Simple Linear Regression was used to reveal the extent of the self- concept of variance in the behavior of academic procrastination among the research sample.

Results of the Study

Results related to question One: What is the prevalence of academic procrastination among secondary school students in Ajloun governorate?

To answer this question, the arithmetical averages and the standard deviations of the paragraphs that measure the prevalence of academic procrastination in the sample were extracted. Table (2) show the results.

Table (2): The arithmetical means and the standard deviations of the prevalence of academic procrastination among high school students in the province of Ajloun governorate

No.	Item	Mean	Standard deviation	Rank	Degree
1	I find it difficult to make the decision to perform the tasks entrusted to me.	2.09	0.87	21	Moderate
2	I am concerned about the tasks I am charged with	1.93	0.80	34	Moderate
3	I feel weak in my time management.	2.23	0.74	2	Moderate
4	I feel confused about the many tasks assigned to me.	2.17	0.77	14	Moderate
5	I feel puzzled at the performance of a lot of work	2.21	0.77	6	Moderate
6	I'm afraid of bad performance in doing some work	2.21	0.76	6	Moderate
7	The unclear and incomprehensible business worries me.	2.20	0.78	8	Moderate
8	I feel tired all the time when doing my daily work.	2.23	0.79	2	Moderate
9	I feel distracted by the execution of duties intended to be precise.	2.19	0.78	10	Moderate
10	I'm afraid when I'm charged with any business activity.	2.18	0.80	12	Moderate
11	My humble understanding of the topic of the lesson at times.	2.10	0.83	19	Moderate
12	I feel lazy when I start doing tasks.	2.01	0.85	26	Moderate
13	I am afraid of the influence of the tasks assigned to him.	1.94	0.83	32	Moderate
14	I am afraid of the failure of the tasks assigned to me.	1.99	0.85	27	Moderate
15	I regret when I fail to do my homework	2.04	0.83	23	Moderate
16	I feel tension when I start my homework	1.97	0.84	29	Moderate
17	I feel that my parents are giving me more duties than I can.	1.97	0.85	29	Moderate
18	I feel anxious and escape from the tasks assigned.	2.02	0.80	24	Moderate
19	I feel enjoy and pay attention to positive actions.	1.99	0.88	27	Moderate
20	I am afraid of the consequences of my performance.	2.08	0.84	22	Moderate
21	I am afraid of some important work when implemented.	1.94	0.81	32	Moderate
22	I am afraid of failure at some times.	1.96	0.82	31	Moderate
23	I do not like the teachers of some subjects.	2.02	0.83	24	Moderate
24	I tend to the perfectionist side in the way the business is presented.	2.19	0.79	10	Moderate
25	I look forward to complete the duties assigned.	2.10	0.81	19	Moderate
26	I relied on dependencies and asked for help in accomplishing my duties.	2.22	0.75	4	Moderate
27	I practice fun activities instead of task	2.22	0.78	4	Moderate
28	I invest the right moment to get started.	2.24	0.76	1	Moderate
29	I tend to self-impotence strategy.	2.20	0.81	8	Moderate
30	I evade from unpleasant and difficult tasks.	2.14	0.80	17	Moderate
31	I tend to works that bring me praise and perseverance.	2.17	0.80	14	Moderate
32	I stay away from performing duties that require speed.	2.18	0.80	12	Moderate
33	I escape from performing the duties assigned to me.	2.12	0.78	18	Moderate
34	I give priority to some of the works.	2.15	0.84	16	Moderate
35	I am afraid to avoid and postpone tasks that may raise further concern.	1.83	0.83	35	Moderate
	General average	2.10	0.51		

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Table (2) shows that the general mean was (2.10), while the general standard deviation was (0.51) with a moderate degree. Based on this finding, the researchers see that the phenomenon of academic procrastination is a common phenomenon globally and the degree of delay in the sample of this research is very acceptable compared to some international ratios. For example, in Saudi Arabia, the percentage of students lagging (46%), Canada (70%) and Singapore (90%) in Egypt (45%), Turkey (55%) and China (60%), based on this finding, we find that procrastination is a behavior practiced among students (Sahloul, 2012).

The researchers conclude that what ELLIS pointed out is an emotional disorder caused by irrational beliefs. According to Alice, the basic irrational beliefs that lead to procrastination are the idea that the individual believes in (I must perform well to prove that I am a person of value), inevitably, this illogical belief leads to the individual losing his self-esteem, and these irrational beliefs also act as a kind of motivation to procrastination (Tamimi, 2012). On the other hand, the researchers see that the upbringing and family follow-up towards the duties and the study of a lot of urgency on the student causes boredom and resentment and may be considered by the student interference in its privacy so procrastination can be an attempt of the student to rebel against the family and a clear message that (I am an independent and capable to take responsibility). The professional circumstances surrounding the student may cause a decline in student motivation and lack of optimism in the future that the student to perform some tasks and procrastination in other tasks, in addition to the transfer of students from the preparatory to secondary school and the difficulty of the curriculum and a new teaching environment may be a cause of procrastination and the result of this research is consistent with the findings of the studies of: Al-Salimi (2015), the study of Tamimi (2012), and the study of Ozer,Demir& Ferari (2009), which indicated the emergence of the phenomenon of academic procrastination among students with a moderate degree.

Results Related to question Two: What is the prevalence of positive self-concept among high school students in Ajloun governorate?

To answer this question, the arithmetical means and the standard deviations of the prevalence of self-concept among high school students were extracted in the province of Ajloun governorate. Table (3) shows the results.

Table (3): The arithmetic means and the standard deviations of the prevalence of self-concept among secondary students in the province of Ajloun governorate

N	Item	Mean	Standard deviation	Rank	Degree
1	I feel good about my modal	1.90	0.81	63	Moderate
2	My body seems consistent.	1.87	0.82	70	Moderate
3	I'm smart.	2.01	0.80	42	Moderate
4	I memorize my lessons fast.	1.95	0.83	54	Moderate
5	I feel comfortable and there is nothing to worry about.	1.85	0.81	72	Moderate
6	I feel that my abilities and talents are limited.	2.05	0.80	31	Moderate
7	My weight does not fit my length.	2.17	0.86	8	Moderate
8	I do things I do not want.	2.13	0.81	14	Moderate
9	I'm a worried person.	2.08	0.83	24	Moderate
10	Social habits bother me a lot.	1.90	0.81	63	Moderate
11	My nerves are calm and it's hard to excite me.	1.89	0.82	69	Moderate
12	I enjoy some morality.	2.02	0.79	41	Moderate
13	Nations do not live without morality.	1.99	0.80	46	Moderate
14	I love my parents.	1.94	0.78	55	Moderate
15	I feel the warmth of the family.	2.24	0.75	3	Moderate
16	I find it difficult to deal with my brothers.	2.11	0.82	20	Moderate
17	My mental abilities level is low	2.10	0.80	21	Moderate
18	I have a lot of physical defects.	2.04	0.83	34	Moderate
19	The end justifies the means whatever they are.	2.21	0.78	5	Moderate
20	I despised myself.	2.18	0.82	7	Moderate

N	Item	Mean	Standard deviation	Rank	Degree
21	I like the authentication of others.	2.15	0.81	12	Moderate
22	I care about what others say about me.	2.10	0.82	21	Moderate
23	I have a good appearance.	2.12	0.83	18	Moderate
24	I accept my external shape.	2.01	0.81	42	Moderate
25	I feel my ability to think right.	1.90	0.80	63	Moderate
26	I feel comfortable when I am alone.	2.13	0.79	14	Moderate
27	I quarrel with my parents.	1.94	0.81	55	Moderate
28	I suffer a lot of forgetfulness.	1.98	0.79	49	Moderate
29	I try to avoid constant lying.	2.03	0.78	37	Moderate
30	I lose my temper quickly.	1.98	0.79	49	Moderate
31	I absorb study materials easily.	1.83	0.74	75	Moderate
32	I hide my emotions when I get annoyed.	2.29	0.74	1	Moderate
33	I accept the criticism of others without discomfort.	1.77	0.73	79	Moderate
34	I hate immoral acts.	1.84	0.81	74	Moderate
35	It is impossible to waive my values and principles.	1.91	0.81	61	Moderate
36	I feel sad.	1.99	0.79	46	Moderate
37	I am not satisfied with the color of my skin.	1.93	0.82	58	Moderate
38	I find it difficult to understand scientific material.	1.99	0.81	46	Moderate
39	I resort to circumvention if I see that a benefit will miss me.	2.06	0.81	28	Moderate
40	I think others do not tend to me.	2.10	1.34	21	Moderate
41	Family represents everything to me.	1.90	0.79	63	Moderate
42	I love all of my family members.	2.19	0.78	6	Moderate
43	I love helping others.	2.17	0.79	8	Moderate
44	I enjoy social parties and events.	2.06	0.79	28	Moderate
45	I am healthy.	1.85	0.79	72	Moderate
46	My dependence on my family is only in time of trouble.	2.17	0.76	8	Moderate
47	I feel that my shape is unacceptable.	2.04	0.77	34	Moderate
48	I feel not belonging to my family.	2.13	0.79	14	Moderate
49	I am trying to get rid of the restrictions of my family.	1.97	0.82	52	Moderate
50	I feel my scientific efficiency is less than my colleagues.	1.86	0.79	71	Moderate
51	I enjoy attractive strength.	2.05	0.79	31	Moderate
52	My memory is strong.	2.14	0.80	13	Moderate
53	I am a faithful person with myself and with others.	1.90	0.78	63	Moderate
54	It's hard to imagine myself without my family.	1.98	0.78	49	Moderate
55	My relationship with my brothers is good.	2.06	0.80	28	Moderate
56	I avoid attendance at weddings and parties.	1.81	0.77	77	Moderate
57	I feel confused most of the time.	2.03	0.52	37	Moderate

N	Item	Mean	Standard deviation	Rank	Degree
58	I resort to cheating and theft when I have to.	2.16	0.80	11	Moderate
59	I feel that the family is a big prison.	2.13	0.77	14	Moderate
60	I try to control others.	2.01	0.80	42	Moderate
61	I feel comfortable during my stay with others.	2.07	0.80	25	Moderate
62	I feel I am loved by everyone.	1.91	0.79	61	Moderate
63	I feel that my skin color is normal.	2.03	0.84	37	Moderate
64	I care about my physical health.	1.96	0.81	53	Moderate
65	I join my family in the work of the house.	2.07	0.82	25	Moderate
66	My relationships with others are not good.	2.07	0.82	25	Moderate
67	I want to change my outer appearance.	1.80	0.78	78	Moderate
68	I notice my body's inconsistency.	1.74	0.77	81	Moderate
69	The family does not mean anything to me.	2.22	0.78	4	Moderate
70	My parents' instructions make me nervous.	2.28	0.73	2	Moderate
71	I do what I can to make my family happy.	1.76	0.76	80	Moderate
72	I am social by my nature.	1.94	0.76	55	Moderate
73	I exercise regularly to keep fit.	2.05	0.77	31	Moderate
74	I believe in the saying that "eat you like and wear what people like"	2.03	0.81	37	Moderate
75	I adhere to traditions and social customs.	1.93	0.79	58	Moderate
76	My short appearance makes me so much embarrassed.	1.82	0.79	76	Moderate
77	I find it difficult to tolerate others.	1.90	0.77	63	Moderate
78	Obesity appears to be annoying.	1.93	0.82	58	Moderate
79	I feel like a socially outcast.	2.12	0.77	18	Moderate
80	I do what I see right and I do not care about the opinion of others.	2.04	0.78	34	Moderate
81	I have difficulty in making friends	2.00	0.79	45	Moderate
	General average	2.01	0.12		

The statistical analyzes shows that the mean of the paragraphs that measure the prevalence of the positive self- concept in the research sample ranged between (1.74-2.29). The general mean of the paragraphs that measure the prevalence of positive self-concept among high school students in the province of Ajloun Governorate was (2.01) it is moderate according to the criterion adopted in the research. If we return to the formation or the hierarchical structure of the self-concept is evolutionary and these students are under development and growth, as well as satisfying the basic needs of the individual helps in the development of the positive self-concept as well as the impact of parents' attitudes towards acceptance of positive self- concept of the individual, and the individual's knowledge of his abilities and potentials and the individual's idea of himself and self-esteem all enhances self-concept in the individual (Zahran, 1998).

The researchers believe that patterns of socialization play a key role in gaining self-concept, and may be among it there are negative patterns that have affected the degree of prevalence of self-concept such as excessive protection or excessive profusion, or lack of love, or did not practice patterns of upbringing of students in the best way that will contribute to the prevalence of the self- concept in a higher degree than they have, and the difficult circumstances that surround them economically, unemployment and frustration in many life situations for themselves and their families may all be reflected in the self-concept .

Results related to the third question: Are there any statistically significant differences in the degree of academic procrastination according to specialization (scientific, literary) and gender (male, female) among high school students in Ajloun governorate?

In order to answer this question, the statistical means and standard deviations were calculated to measure

the degree of academic procrastination according to the specialization (scientific, literary) and gender (male, female) in secondary students at Ajloun governorate. Independent Samples Test was applied for independent samples to detect differences in the degree of academic procrastination according to the specialization (scientific, literary) and gender (males, females) among high school students in Ajloun Governorate and Table (4) shows the results.

Table (4): Results of Independent Samples Test to detect differences in the degree of academic procrastination by specialization (scientific, literary) and gender (male, female) among secondary school students in Ajloun governorate

Variable	Category	N	Means	Standard deviations	T value	Sig
Gender	Male	175	2.10	0.55	-0.02	0.98
	Female	169	2.10	0.46		
Specialization	Literary	206	2.05	0.54	-2.39	0.01
	Scientific	138	2.18	0.45		

Table (4) shows the following:

- There were no statistically significant differences at the level of significance (0.05) in the degree of academic procrastination among high school students in Ajloun governorate according to gender variable. The value of (t) did not reach the statistical significance level (0.05). The researchers believe that the reason for this lies in the convergence between males and females in the motivation towards academic behavior, in addition to the study sample from the same environment, the family circumstances are same, and same educational systems, the result of this is inconsistent with the results of Marie & Lucien (2015) study, and the study of Sherit & Mahmoud (2008), which indicated that there are differences between males and females with academic procrastination and in favor of males. The result of this study is consistent with the result The study of Nuab & Muhammad (2014) and Tamimi (2012) study, which pointed to the absence of of statistical significance differences between males and females in the degree of academic procrastination.

- There were statistical significance differences at the level of significance (0.05) in the degree of academic prograstination among high school students in Ajloun governorate according to the specialization variable. The differences were in favor of (scientific specialization) with an average of (2.18), while the arithmetic average of (literary specialization) was (2.05), Where the value of (t) reached (2.39) at the level of statistical significance (0.01). The researchers believe that one of the reasons for this is due to the difficulty of the curricula, tasks and duties assigned to the student in the scientific stream, most of them are not fun duties and difficult and lack of entertainment and recreation and methods may be complex to allow the student to think and thus will be the tasks of exile and (Noran, 2000) confirms that the behavior of procrastination is behind the inability to regulate the time, which causes the delay in the completion of tasks, in addition to the lack of focus during the missions, causing distraction of the individual, and also contributes to the phenomenon of anxiety and fear of errors in the performance. However, Joana (2009) has shown her point of view on the reasons for the procrastination and the addition of some aspects such as the reasons for the tasks, namely the characteristics and quality of tasks such as difficulty of the task, as well as reasons related to the vision of the individual and these include personal impression of self-efficacy and respect and self-esteem and self-perception. Since the individual perceives the situation as a threatening situation and does not have the appropriate resources to confront this threat, he responds with pressure, anxiety and an attempt to escape the situation. The individual who is afraid of failure or cannot perform a specific task becomes anxious when asked to do so. Its concern is to delay it as much as it can and avoid the task or procrastination is a strong passive subsidy because it reduces anxiety and thus reinforce the pattern of avoiding the task.

The results of this study are consistent with the results of the study (Ahmed, 2008), which pointed to the existence of differences of statistical significance in the degree of academic procrastination according to academic specialization, and the result of this research is inconsistent with the result of the study (Abu Ghazal, 2012), which indicated statistical significant differences in the degree of academic procrastination according to academic specialization.

Results related to the fourth question: What is the extent to which the self-concept variable explains of the variation in the academic procrastination behavior among high school students in Ajloun governorate?

To answer this question, simple linear regression was applied to reveal what the self-concept of variation

interprets in the behavior of academic procrastination in the research sample and table (5) illustrates:

Table (5): Simple Linear Regression analysis to reveal what the self-concept explains from the variation in the behavior of academic procrastination among secondary students in Ajloun governorate

Variables	R	R^2		F	Sig	Durbin-Watson	VIF	Tolerance
Self-concept	0.144	0.02	0.14	7.280	0.00	0.86	1.000	1.000
Academic Procrastination								

Table (5) shows that the value of (R) was (0.144) and the value of (R2) was (0.02), which represents the strength of the relationship between self-concept and academic procrastination of secondary students in Ajloun Governorate, the percentage of the impact of self-concept on academic procrastination, which represents the value of (   ) (0.14), which indicates that there is a relationship between the self-concept and the academic procrastination in the sample of the research. The value of (F) was (7.280) with a statistical significance of (0.00). This indicates a statistically significant relationship between self-concept and academic procrastination in the research sample at the significance level (α= 0.05).

Chu & Choi (2005) points out that not all procrastination behaviors are harmful and have negative consequences, and that there is a category of procrastinators who make deliberate eviction decisions, and have high motivation under time pressure, they are able to complete their tasks on time and achieve satisfactory results on time. Researchers believe that socialization may be one of the reasons, through the use of excessive pampering and protection, and take care of certain personal aspects, and neglect of other aspects, such as focus on the personality of the student such as (boldness, dialogue, self-centeredness, leadership) and neglect of homework. This is usually an automatic practice for students, and may also be due to the creation of Negative attitudes in the student to be strong in all aspects of its social and social presence through which to take care of most of the academic aspects and lack of balance in it, in addition to the student distance from the cultural councils that talk about the achievements of scientists and intellectuals that talk about cultural life and the academic behaviors that they practiced until they reached what they have reached or what they are now and the internet and social networks that gain the multiple aspects of knowledge in life and technology and with multiple categories with a wide space, which leads to the rise of self-concept and access to the stage of arrogance and enjoy it as a result of the strengthening resulting from these tools, if we compare in terms of enjoying the performance of academic duties. This result is contrary to what (Obada, 1993) pointed out that academic procrastination is characterized by low self-confidence.

Summary
By presenting the results of the statistical analysis and answering the study questions, the results can be summarized as follows:
- The results showed a prevalence of academic procrastination among high school students in the province of Ajloun governorate and to a moderate degree.
- The results showed the prevalence of self-concept among high school students in the province of Ajloun governorate and to a medium degree.
- The results showed that there were no statistically significant differences at the level of (0.05) in the degree of academic procrastination among high school students in Ajloun governorate according to the gender variable. The value of (t) did not reach the statistical significance level (0.05).
- The results showed statistically significant differences at the level of (0.05) in the degree of academic procrastination among high school students in Ajloun governorate according to the specialization variable. The differences were in favor of (scientific specialization) with an average of (2.18).
- The results showed a correlation between self-concept and academic procrastination among high school students in Ajloun Governorate.
- The results showed a statistically significant relation between self-concept and academic procrastination among high school students in Ajloun governorate at the level of significance (α= 0.05).

Recommendations:
1. Activating the extension programs that will contribute to the improvement of the self-concept of the students on the one hand, and on the other hand reduce the degree of spreading of the phenomenon of academic procrastination.
2. The Ministry of Education should pay full attention to the phenomenon of academic procrastination by including the negative aspects of the academic procrastination in the school curricula and activate the provision of the boosters within clear criteria for non- procrastinated students.
3. Pay attention to modernizing the teaching methods and using the interesting methods in the subjects so as not to alienate students from them.

4. To take care of the teacher's relationship with his students based on love, respect, appreciation and firmness, and the impact that it has on the educational process.

5. Conduct more research and studies in this regard and specifically semi-experimental studies.

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