

The Predictive Ability of Cognitive Motivation, Optimism and Pessimism of Academic Procrastination

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Abstract

The study aimed for revealing the cognitive motivation, and where the study sample leads to optimism and pessimism, and it aimed for showing the female students', at Prince Sattam Bin Abdul-Aziz University, ability of cognitive motivation, optimism, and pessimism of academic procrastination. The study sample consisted of 421 students from the faculty of education, who had been chosen by the available way. For achieving the study goals, the two researchers improved the scales of the cognitive motivation and the academic procrastination; they also extracted their sincerity and constancy indications.

In addition, the study results indicated that the cognitive motivation level was high, and that sample's individuals tended to be more optimistic than pessimistic. Also, it showed that the cognitive motivation is more influential in predicting the academic procrastination. Hence, the regression coefficient reached (0.240), which is a statistical function. On the other hand, optimism's and pessimism's ability of predicting the academic procrastination took the second position with a regression coefficient of (0.135). Accordingly, the study recommended to study the academic procrastination and its relation to other variables, and to study it in different environment rather than the university one. Moreover, the study recommended to create awareness programs and guidance publications in order to reduce the phenomenon of the academic procrastination as much as possible. And, for optimism and pessimism, the study recommended to construct educational centers for the youth, males and female, that improves their skills and abilities, and that connect them to the society to communicate with it in order to break their solitude, which causes pessimism.

Key Words: Cognitive Motivation, Optimism and Pessimism, Academic procrastination.

Introduction

The world is facing several tensions, crises, and accelerated improvements that influenced all the fields of life. That influence caused an increase in the obstacles and difficulties that the individual faces, which led him/her to procrastinate his/her accomplishment of some tasks. This procrastination might be acceptable if it is not his/her decision or for the task's requirements. But, if the individual tends to procrastinate all his/her tasks in life till the last moment, then it becomes a negative phenomenon, because then it leads to failure and bad negative results. The cognitive motivation contributes in determining the individual's initiative behavior, and it impacts the level of the effort and the persistence that are required for a certain mission. Moreover, what makes the individual do certain activities to fulfill his/her psychological and physiological needs make him/her choose a specific path to get them. Therefore, the motivation that determines the individual's choice of the path is an internal psychological or physical state. That state gets the individual to behave in a certain way in a certain time. Accordingly, the importance of specifying the motivation of the educating process appears as the method that determines the individual's required doings and conditions for the sake of achieving the desired behavior. There is a group of factors that surrounds the individual works as an internal engine, which generates his/her actions and motivates him under certain environmental conditions for the sake of fulfilling psychological and biological needs. If those needs are fulfilled, the individual will reach a state of balance and reaching the goal; however, if they are not fulfilled, then necessarily he/she will be in a state of unbalance. (Seo. 2013.)

In terms of the factors' group, Gottfried, Morris and Cook indicate that there's a relation between the individuals' features and their motive to learn, and that learning failure and success is connected to openness and awareness. Consequently, the individuals' features have a strong influence on their motive, and this motive increases the learners' ability to solve problems. This ability is influenced by the individuals' skill of adapting life's changes. In addition to that, the students differ in their motives to learn; the students that have clear learning goals choose easy learning tasks and use strategies that encourage their understanding for the subjects, and their performance is increased by their achieved improvement. Thus, they are internally motivated for

learning. On the other hand, the students that have performance goals step away from the tasks that bring them failure, and they tend to use strategies that focus on repetition and memorization. Also, they perform their tasks comparing them to their peers' performance. Therefore, they are externally motivated for learning. (Scott, 2005.)

Al-Zohiley (2002) adds a group of factors that are connected to the learning process as a curiosity motive, a motive of processing, sensory arousal, achieving, belonging, competing, appreciation, and a cognitive motivation. Also, Murray believes that the cognitive motivation is an internal motive factor that raises and guides the individual's behavior, and according to him, the cognitive motivation consists of two important factors: first, motivating the individual to work. Second, stopping the first factor in case the individual fulfilled it and reached his/her goal, or got his/her reward and achieved satisfaction. In another point of view, Hasan (2007) believes that the cognitive motivation is the amount of desire to put effort to achieve tasks and missions in a good shape. Adas (1998) defines the cognitive motivation as the individual's willingness and readiness for achieving a certain goal, and the success and neatness in achieving that goal, since that goal is recognized by certain features, aspects and standards. Furthermore, Salem (2000) defines it as the desire to overcome the difficulties and obstacles to achieve success in performance. Also, he narrowed the definition as the factor that keeps the student motivated for work and learning as long as his/her goal is not achieved. Thus, the cognitive motivation guides the students' actions to certain goals chosen by the guidance motive, and it leads to a chosen job by satisfying and convincing results. According to Ghubarey (2008), the cognitive motivation is the urgent desire for understanding and knowledge with welcoming the dangers for the sake of achieving the goal, which is gaining knowledge. Al-Alwanah (2013) assures that the cognitive motivation is the individual's amount of happiness and entertainment in performing the types of the thinking behaviors such as: solving puzzles, reading books and magazines that deals with complicated subjects, doing activities that require an ability to infer, and doing mathematical problems or coding programs.

It might be said that the cognitive motivation drop is an academic phenomena that all the educational institutions suffer from. One of the reasons for that drop is not getting ready for learning; in that case, the learner is not ready for providing the requirements of the learning situations through his/her cognitive perspective. Hence, the non-existence of the skill of providing the requirements causes a cognitive motivation drop. In addition, the in-class behaviors, the students' and the teachers' behaviors, are other reasons for the cognitive motivation drop. First, the students' behavior represent the student's personal features and social background. Second, the teacher's behavior represents the changes that only the teacher can make, and through them the teacher can make sure that the students master the primary requirements of learning. For the reason that is connected to the educating subjects and experiences, if the goals that are expected to be achieved by the students are mysterious, not gradual, not suitable for the student's abilities and skills, and not connected to the student's real life preferences, a cognitive motivation drop will occur. Finally, ignoring the efficient use of the pre-education that is connected to the mean-time education, and the non-variance of experiences cause a cognitive motivation drop, too. (Seo, 2013.)

Optimism and Pessimism

Something cannot be doubted, tasks getting delayed is acceptable, because all students sometimes find themselves forced to delay their tasks till the last second, especially when unexpected conditions occur. However, some students postpone accomplishing their tasks continuously. In the educational literature, there are several definitions for the academic procrastination: Senecal, Koestner and Vallerand defines it as the voluntary postponing of the academic tasks within the desired time, and it can be described as the postponing of starting doing the tasks, which causes emotive nervousness. Therefore, Yong (2010) assures that the crucial component of procrastination is delay, but some other researchers, Senecal, Koestner, and Vallerand, indicate that the anxiety that leads to that delay is the main component of procrastination. Al-Msailhey and Al-Husainey (2004) defines the academic procrastination as: the student delaying starting doing his academic tasks, which leads him/her to the feeling of worry, and the weakness of the cognitive motivation. Adding to that, Schraw, Wadkins, and Olafson defines it as the intentional delay of the academic tasks that must be done on time like examinations and researches.

Some studies indicate that the academic procrastination influences some of the important variables in the individual's life; hence, there is an inverse relation between the self-esteem and the procrastination phenomena. That is if the individual's self-esteem is low, then his/her procrastination is high (Klassen, Krawchuk, and Rajjani, 2007). Also, there is a relation between the fear of failure and the academic procrastination (Capan, 2010). And, it has been found that the students who are involved in violence tend to procrastinate; the studies also showed that as the cognitive motivation increases, the procrastination decreases (Balkis, 2006; Klassen, Krawchuk, and Rajjani, 2007; Rakes and Dunn, 2010). Thus, the individuals, who have the feeling of being able to achieve, have the desire to learn more new skills and try to invent successful or more

practical methods to solve the difficulties they face. Moreover, many studies note that the more the individual have the cognitive motivation the less he/she tends to procrastinate. And, procrastination impacts the individual's general performance; accordingly, the procrastinating individual's performance is less than not-procrastinating individual's. Therefore, procrastinators are more miserable because of their procrastination and their waste of time. For the relation between procrastination and gender, the studies' results vary in that relation. Some of those studies note that there are no statistically significant differences between males and females (Kachgal, Hansen, Nutter, 2001). However, some other studies note that actually there are statistically significant differences in procrastination, and those differences are in favor of females. But in some other studies, those differences are in favor of males. All of the mentioned studies shows that there is a positive side for procrastination in the case of deliberation for the sake gaining more information that help in understanding choices or incidents. Thus, in caution there is safety.

First: Studies about the cognitive motivation

A study sample of 960 female and male students was formed by Noorie (2004) to know the level of the cognitive motivation at the University of Mosul. They study results revealed a high level of cognitive motivation. Also, in another study sample consisted of 940 male and female students, the results showed a high level of cognitive motivation without any differences caused by the academic major and the studying year. Moreover, Yahya (2010) conducted a study of 126 students from the University of Mosul, in which it showed that there was no differences in the cognitive motivation caused by the students' social class and academic major. For the sake of knowing the relation between the cognitive motivation and the contemplative thinking, Al-Mashharawi (2010) conducted a study consisted of 485 high school students in Gaza. The study results indicate that there is a positive relation between the cognitive motivation and the contemplative thinking in the terms of its total level and its dimensions on the study individuals. In addition, for the sake of knowing the relation between the cognitive motivation and the self-esteem through some changes, Ibrahim (2014) conducted a study of 140 students from Aswan University. The study results shows that there isn't any differences caused by the social class in the cognitive motivation. But, there are differences in the motivation caused by the education level.

Castro, Guerra, Sassa and Hseih (2014) conducted a study aimed for forming forms for the teacher's academic achievements before his/her working duties in the terms of the cognitive motivation and its relation with several variables. That study consisted of 128 individuals that are registered in a psychology course; the study results assured that the cognitive motivation plays a main role in predicting the students' academic level, it also proved that the gender factor does not have any influence on the cognitive motivation. Plus, Al-Hazmi (2015) conducted a study aimed for gaining information about the cognitive motivation and its relation with the memory processes; the study sample consisted of 300 individuals from Makkah. The study results noted that the cognitive motivation of the sample's individuals is low, and it showed that there are no differences caused by the academic major in the motivation. In terms of improving the cognitive motivation via training programs, Fathallah (2015) conducted a study consisted of 136 students from Onaizah schools. The study indicated that the cognitive motivation scale is influenced by the contribution between the brain's capacity and the teaching strategies. For knowing the cognitive motivation level and its relation with the teaching methods, Ammar (2015) conducted a study consisted of 360 students from the obligatory stage in Algeria. They study results noted that there isn't any differences among the students in the cognitive motivation, and it showed that the motivation's level is at its average.

Second: Studies about Optimism and Pessimism

The study results of Mukhaimar and Abdul Muti (2000) indicated that there is a negative relation between optimism and pessimism, and that the optimistic people tend to optimistically look at life, which makes them accept themselves, be in a good mood, and show kind feelings towards themselves and others. To study the relation among optimism, pessimism and the psychological disturbances, Sultan (2000) conducted a study of 209 male and female students. The study results revealed that there is a negative connection between optimism and the psychological physical disturbances, and that there isn't any positive connection between pessimism and the disturbances. Regarding the nature of the relation between optimism and pessimism, the psychological solitude, the fear of death, and the social and the economic state, Ismail (2001) conducted a study of 240 students from Umm Al-Qura University. The study results came up with the fact that there is a statically significant positive relation between perseverance and optimism, and that there is a negative relation between perseverance and pessimism, and between pessimism and optimism. To spot the differences in optimism and pessimism between the Jordanian and the Malaysian students in Mutah University, Al-Mahadeen (2014) conducted a study that

highlighted the general level of the cognitive motivation; it also showed there aren't any differences in optimism and pessimism among the Jordanian and the Malaysian students.

Third: Studies about Academic Procrastination

Ozer's and Ferrari's study (2011) aimed for studying the spread of the academic procrastination in the terms of the gender and the educational level variables. The study consisted of 718 female and male students; the results noted that some of the students showed a frequent academic procrastination, and that males are more frequent in procrastinating the academic tasks in comparison to females. In addition, the study revealed statistically significant differences in the reasons of the academic procrastination between males and females. Accordingly, females put their fear of failure and their laziness as a reason for their academic procrastination. Unlike females, males showed more academic procrastination than females because of risking control and resistance. To determine the predicting ability of the academic procrastination, Williams, Shannon, and Foster (2008) conducted a study of 63 male and female students. The study results indicated that the students with high motivation are the least to procrastinate in comparison to their peers, who have a medium or low level of motivation. Moreover, to reveal the phenomena of the academic procrastination among the students of one of the Malaysian universities, Yong (2010) conducted a study of 171 students; the results noted that the business management major students procrastinate their homework more than the engineering major students, and that males procrastinate more than females. Also, they noted that older students procrastinate more than younger ones.

For the sake of determining the factors that predict the academic procrastination, Erkan (2011) conducted a study on 774 Turkish students at Selçuk University. The study results spotted a positive relation between the general procrastination and the academic one, and it noted that there isn't any statistically significant relation between the academic procrastination and the academic motivations. Also, there isn't any statistically significant differences between males and females in the academic procrastination. For knowing the prevalence of the academic procrastination, Ozer-Bilge (2011) conducted a study on high school students, BA students, and MA/PhD students in Turkey; the study sample consisted of 448 female and male high school students, 150 BA students, and 148 MA/PhD students. The study results showed statistically significant differences for the educational levels in the procrastination phenomena, it also showed that the BA students procrastinate more than the MA/PhD and the high school students. Adding to that study, Abu Gazal (2012) conducted a study that aimed for acknowledging the prevalence of the academic procrastination and acknowledging its causes from the university students' point of view; The study consisted of 751 female and male students from all the departments at Yarmouk university in Jordan. The study results showed that there are statistically significant differences in the spread of the academic procrastination because of the variable of the educational level and in the favor of the 4th year students, and the study didn't reveal any statistically significant differences caused by the variables of gender and the academic major. Furthermore, Al-Rababa'a (2014) conducted a study consisted of 870 male and female students at Yarmouk University; the study aimed for revealing the academic procrastination and its relation to the efficiency of the academic essence and the control core. The study results indicated that the level of the academic procrastination was at its medium, and that males procrastinate more than females. To reveal the relation between the academic procrastination and the contemplative thinking, Al-Zabanat (2015) conducted a study of 615 male and female students at Yarmouk University. The study results showed that the procrastination of the sample's individuals was at the medium level.

The Study's Problem and Importance

Psychology's concern about the cognitive motivation subject increased; regarding that it is one of the educational goals that is used in forming the teaching strategies for the countries. The relation between the scientific improvements and the multiple changes, and between the individual's knowledge motive and his/her optimism or pessimism to procrastinate are facts can't be doubted or denied. Therefore, the role of the educational institutions revolves around forming educational plans and programs, which is by working on increasing the cognitive motivation. And, it revolves around acknowledging the psychological factors that lead to the academic procrastination, and acknowledging their ability to predict it in individuals. That is by arranging training courses that shape the individuals' personalities. Thus, the educational institutions can then use the accelerating improvements to raise the level of the cognitive motivation.

Speaking of the role of the personal features, optimism and pessimism play a role in the individual's procrastination, which requires studying the ability of the cognitive motivation, optimism and pessimism to predict the students' academic procrastination at the faculty of education. That lead to a deep understanding for

the female students' features; hence, their planning for the future will be improved. This concern about the students of the faculty of education is because of their importance in influencing the generations. Accordingly, there is an urgent need to conduct a study to study the cognitive motivation, optimism, and pessimism as predictors of the academic procrastination. The study results might contribute in providing proper solutions for the academic procrastination; those solutions depend on the reasons that lie behind the procrastination and that will be shown by the students.

Specifically, the study tries to answer the following questions:

- 1- What is the level of the cognitive motivation for the individuals of the study sample?
- 2- Isn't there any statistically significant differences in optimism and pessimism for the individuals of the study sample?
- 3- Is there an ability for the cognitive motivation, optimism, and pessimism to predict the academic procrastination?

The statistical process

The arithmetic means and the standard deviations of the sample's individuals' performance were extracted to predict the academic procrastination through the cognitive motivation, optimism and pessimism.

The Study Importance

The study's importance lies in trying to reveal the predicting ability among the variables of the current study. The current study aims for contributing in enriching an important side in the fields of the psychological and social studies, which is the side of the cognitive motivation, optimism and pessimism and their ability to predict the academic procrastination of the female students in the faculty of education at Prince Sattam Bin Abdulaziz University. Also, the study's importance lies in the importance of its sample, which is the role that the female students of the faculty of education play in influencing the future generations. Thus, the study helps in gaining a deeper understanding of the students' major, and in guiding them to achieve the best treatment and communication among the students, and among the teachers and their students. That understanding will be reflected on their readiness to construct generations. Accordingly, the study will help the university administration, the faculty members, parents, and the headmasters of the educational institutions to lessen the phenomenon of the academic procrastination, and to guarantee a perfect teaching process. Moreover, another importance for study lies in the used criteria. The two researchers improved the cognitive motivation criterion, translated the optimism and pessimism criterion (Dember et al, 1989), and extracted the sincerity of the motivation criterion. Optimism and pessimism are expected to be effective tools for the university administration, the faculty members, and counselors to reveal the factors that predict the phenomena of the academic procrastination, and to evaluate the efficiency of the plans and programs that aim for improving the teaching process.

Procedural definitions

The primary concepts of the current study will be defined procedurally:

The cognitive motivation: The cognitive motivation is the amount of desire to put effort in accomplishing studying missions and homework in a good shape. Also, it is the total level that the examinee gained in the cognitive motivation criterion, which the two researchers improved.

Optimism: Optimism is the individual expecting positive things to happen, and ignoring negative things.

Pessimism: Pessimism is the individual expecting negative things to happen instead of expecting positive ones. And, the two researchers define optimism and pessimism as the grade that the student achieves in the optimism and pessimism criterion that the two researchers translated.

The academic procrastination: the academic procrastination is the individual's tendency to delay starting the academic missions or delay accomplishing them. That generates a feeling of nervousness for the individual.

The Study Determinations

The study's results are determined by the ability of the cognitive motivation, optimism, and pessimism to predict the academic procrastination for the female students of the faculty of education at Prince Sattam Bin Abdulaziz University in Al-Kharj city. In addition, the study's variables: specialization, the instructional level will be determined, too. Also, the study's results are determined by the study tools questionnaires, which are the

cognitive motivation, Optimism and pessimism, and the academic procrastination questionnaires. Hence, the generalization of the study's results will be in the borders of the current study, and on the similar societies.

The study methods and procedures

The study approach

The descriptive approach was used for achieving the study goals.

The study's society and sample:

The study's society consisted of all the female students of the faculty of education at Prince Sattam Bin Abdul-Aziz University, from the majors of Arabic Language, Kindergartens, Special Education. Also, it consisted of the registered students for the first semester of 2014/2015, and of 421 female students that have been chosen by the provided method, which is by choosing the students that are registered in a number of the obligatory and optional courses in different departments.

Table (1) shows the distribution of the study sample.

Academic year	Major			
	Arabic Language	Kindergartens	Special Education	Total
First	29	40	32	101
Second	35	42	29	106
Third	22	38	28	88
Fourth	36	51	39	126
Total	122	171	128	421

The Study Tools

The researchers used the following tools:

First: The Cognitive Motivation Scale

The Criterion was constructed after revising the used tools in the previous studies and the theoretical frameworks in this field, and the criterion consisted of ten paragraphs listed on a ladder of five alternatives (Rarely, Sometimes, Often, Always, Never). The responder answers on each paragraph by choosing one of those alternatives by putting a sign beside and beneath the alternative that he/she believes the best according to his beliefs. The alternatives are given the following grades (1, 2, 3, 4, 5) respectively.

Validity

The criterion was given to a number of arbitrators from the faculty members in the department of educational psychology in the faculty of education at Prince Sattam Bin Abdul-Aziz University, and Tabuk University. The arbitrator asked the researchers to present the paragraphs according to the cognitive motivation, the paragraphs formation efficiency, and any other notes they think the proper. A percentage of 90% and more were taken to keep a paragraph and to consider it proper. From the arbitrators' estimations, it was shown that all the paragraphs measure the cognitive motivation, and some paragraphs were linguistically edited.

Reliability

The criterion's stability indications were reached to by using the testing way, which means using the test to reach the criterion's stability. That is by applying the test twice, in a short period of time of two weeks between the two attempts, on a sample of 60 female students outside the study sample. The correlation value among the students in the two applications was 0.90. And, Cronbach's Alpha was extracted as an indication for internal consistency by using the previous experimental sample, and the results resulted in a Cronbach's Alpha of 0.87.

Correcting the Cognitive Motivation Criterion

Listing the existed alternatives (Rarely, Sometimes, Often, Always, Never) was used to evaluate the grades of the criterion. Accordingly, the maximum grade that the responder could get is 50; however, the

minimum grade is 10. The level of the criterion is judged by the following scale: More than 3.68 is high, more than 2.34-3.67 is medium, and 1-2.33 is low.

Second: Optimism and Pessimism Scale

Dember et al criterion (1989) was used to measure optimism and pessimism. The criterion consists of 36 statements that include 18 statements to measure optimism, and another 18 to measure pessimism. Also, the criterion includes two subsidiary scales to measure them; therefore, there are statements that indicate optimism and others indicate pessimism. The scale was translated from English to Arabic, and then it was shown to a group of specialized English teachers to authenticate the quality and the accuracy of the translation. Afterwards, the scale was translated back from Arabic to English to make sure that they are similar. To achieve the study's purpose, formation and arbitrators sincerity were applied after the translation of the scale.

Arbitrators' validity

The logical validity was assured by viewing the scale in its final shape to 8 judges from the faculty members. The judges were asked to revise the scale in the terms of its linguistic wording, its clearness, its suitability for measuring the purpose that it was set for, and its suitability for the Arabian environment and the targeted age group. Also, they were asked to suggest adjustments or notes they think that they are necessary to be applied on the scale's paragraphs. Therefore, this stage was considered one of the indications for the arbitrators' authentication.

Content validity

The scale was applied on 60 female students outside the study sample for the purposes of checking the scale's formation's authentication. The correlation coefficient of each paragraph was measured, and the total grade of each examinee was measured as well. Thus, it was shown that all the correlation coefficients for all of the paragraphs with the sub-scale were high, with a significant of 0.05. That is considered an indication that the paragraphs share one measuring dimension that is shown by the total grade.

The Scale's Reliability

The concept of reliability shows the scales accuracy and consistency, which leads to applying it on a certain individual to give the same result as long as it is applied on the same individual. The scale's stability was checked by two methods. First, The Test-Retest method is one of the two methods that were used to check the stability. The scale was applied once and applied again on 60 female students from the university, and on a study sample from outside the university within a period of time of two weeks. Then, the reliability coefficient was measured for the scale by extracting Pearson's correlation coefficient. In the two attempts of application, the correlation coefficient of the optimism scale was 0.82 and 0.88 for the pessimism scale. Internal consistency shows the consistency of the sample's individuals' responses. The internal consistency of the scale was measured by measuring the correlation coefficient of the scale that was applied on an exploratory sample of 60 female students from the study's society and outside it. Accordingly, the Chrobach Alpha for optimism was 0.82 and 0.87 for pessimism.

Correcting the scale of optimism and pessimism

Since the scale consists of 36 paragraphs, then the total grade was 18 for the lowest grade and 80 for the highest. For the responses, alternatives, for the scale, were set as the following: (5) Strongly Agree, (4) I agree, (3) Neutral, (2) Disagree, (1) Strongly Disagree. The two researchers determined the grades as (0-18) for the scale of pessimism, and as (19-36) for the scale of optimism.

Third: The Scale of the Academic procrastination

The two researchers improved a scale for the academic procrastination of the current study's purposes relying on the previous educational literature that talked about the academic procrastination. The previous scales that were benefited from are: Abu Gazal's (2012), Erkan's (2011), Young's (2011), and Ahmad's (2008). Those scales consisted of 21 paragraphs. The responses on the paragraphs are done by using the penta-scaling. The penta-scaling goes as the following: (1) applies very slightly to me, (2) applies slightly to me, (3) intermediately, applies to me, (4) highly, it applies to me, (5) very highly, it applies to me. Therefore, the scale's grades goes as (21-105). If the scale goes up, then it means that the academic procrastination is going high, as well. A thing that must be noted, some of the paragraphs, which have a functional significant, (17,12,10,6,5,3,1), were listed reversely before analyzing data.

The academic procrastination's authentication's indications

To assure the authentication of the scale, the method of T-Test was used. That is by applying the scale and re-applying it, in a period of time of two weeks, on a sample outside the study's that consisted of 60 female students. Then, the researchers measured Pearson's coefficient in during the two attempts, and it reached 0.90. In addition, the researchers measured the correlation coefficient by using the method of the internal consistency according to Alpha Chronbach's formulation, and it reached 0.89. Those values were considered suitable for the study's purposes. For the sake of revealing the level of the academic procrastination for the female students, the two researchers divided the arithmetic averages of the individuals' answers to three levels according to the following standard: the low value abstracted from the high value then divided on 3; hence, it equals 5 and 1 abstracted from it then it got divided on 3 to give the result of 1.33. That means that the least procrastinating student's average is lower than 2.33, the medium procrastinating student's average is 2.34-3.67, and the too procrastinating student's average is 3.68 and more.

Results of the Study

Discussing the Study's Questions

Discussing the first question that states that "What is the level of the cognitive motivation for the sample's individuals?" table (2) shows that

Table (2): Arithmetic mean and the Standard Deviation for the scale of the cognitive motivation

Scale	Number	Arithmetic mean	Standard Deviation	Level
The cognitive motivation level	421	3.70	0.415	High

Table (2) shows that the level of the cognitive motivation for the individuals of the study's sample was at a high level, the two researchers put the reasons behind this result as the environment of the department, and the studying courses. The studying courses has a big role in the process of the students memorizing information; therefore, achieving the studying new achievement. Also, parents have a big role in guiding the female student to a well achievement; they also provide the suitable conditions to achieve their goals well. That is because the educated family and the preserving family highly impacts the GPA of the female student, and they impact many sides of the college life sides and increasing the cognitive motivation for the sake of guiding them to notability. The table's result, in terms of the theoretical literature that assured the role of the cognitive motivation and its impact in increasing the individual's performance's level, can be justified as increasing the level of the cognitive motivation leads to a high GPA. It can be said that the society's environment plays a role in increasing the level of the cognitive motivation. Hence, the female student that has many opportunities, methods, and the fields that are fulfilling her needs and consuming her energies and her free time, has the alternative that gives her the possibility to focus on the studying activities before getting married and getting stuck in the marriage duties.

In addition, the result can be justified by the nature of the university's activities. Those activities play an important role in supporting the female students' cognitive motivation. Also, it can be justified by the study's society's ability to stabilize the personality and its behavior, which might be because of the homogeneity of the surrounding environmental conditions, and the social construction. The current result agrees with the results of the studies of Noori (2004), Izzawi (2008), Yahya (2010). They agree on that the level of the cognitive motivation was high. The results of Al-Hazemi's (2015) study showed a low level of cognitive motivation. However, Ammar's study (2015) resulted in that the level of the cognitive motivation was medium.

Discussing the second question that states "Isn't there any statistically significant differences in optimism and pessimism for the individuals of the study sample?"

The arithmetic averages and the standard deviations on the scale of optimism and pessimism to acknowledge the tendency of the study's sample.

Table (3): the arithmetic means and the standard deviations of the individuals' responses on optimism and pessimism scale

Optimism-pessimism scale	Number	Arithmetic averages	Standard deviation
Optimism scale: students grades	421	27.6	3.9
Pessimism scale: students grades	421	20.9	4.0

Table (3) shows the sample's individuals were more tending to be optimistic on the scale of optimism and pessimism. That can be justified through the feature of optimism, which has a strong motivation to achieve goals by the good planning to make those goals come true. But, that good planning can be incomplete, which might lead to the failure of the goals. Therefore, the individual tends to put the failure's reason behind uncontrollable factors. And this is what Waallston (1994) studied. He stated that there are individuals called "Cautious Optimists," who get distracted by the thought that the results might not be the way they want, regardless their positive expectations. This behavior is similar to the pessimists'. This result shows that as long as the individual negatively realizes things around him, he/she will blame his/her failure on powers that he/she can't control. Also, the individual in that case is going to think that what he/she achieves is being pushed away by external factors like luck, coincidence, and help from others. If we go back to the definition of pessimism, we can find things in common between optimism and pessimism, and expectations about bad harming things in the future. The pessimist tends to think that the present and the future are negative in their incidents, and that those incidents are stronger than the positive ones. This result is considered logical to some extent, because the study's answers on the optimism/pessimism scale were more tending to being optimistic. And, it might be said that optimists usually have high levels of good status in pressure times, that is why optimists have the ability to deal with psychological pressures in more efficient ways.

Accordingly, we notice that optimists face pressures with adaptation, because they immediately look for the solution of the problem; they are also more focused on their efforts and more tolerant for the issues they face, and they face them more realistically than pessimists do. Moreover, they have the will to benefit from their negative experiences and to use them to improve themselves. They also try their best in the bad situations, and their positivity towards life helps them in determining their goals. Hence, optimism is a strong existing method to deal with pressures and to find the proper ways. Adding to that, optimism impacts the individual's realization and his/her response to life's daily obstacles, and it contributes in lessening their physical and psychological influences. That is why optimism is can be considered one of the special theories that positively affect the individual's understanding. The current result agrees with the results of the study of Mukhaimer 1998, Abdulmutti 2000, Sultan 2000, and Ismail 2001 on that there is a negative relation between optimism and pessimism, which means that the previous sample's individuals were more tending to optimism. However, the current study's results disagree with the study of Muhadeen 2014 on that the levels of optimism and pessimism are medium. Speaking of the differences among males and females, the studies of Sultan 2000, and Muhadeen 2014 indicated that there are no differences in optimism and pessimism among males and females.

Discussing the third question that states "Is there an ability for the cognitive motivation, optimism, and pessimism to predict the academic procrastination?"

To answer the question, the linear standard deviation test was used, and the calculated correlation coefficient reached 0.269. But, the average correlation coefficient reached 0.251, which means that the cognitive motivation, optimism and pessimism justified 36.3% of the variety in the academic procrastination. To check the predicting authenticity of the form, the standard deviation was extracted, and table (4) shows that.

Table (4): the results of analyzing the variety of the linear standard deviation for the academic procrastination

Variety source	Squares total	Freedom grades	Squares averages	“F” value	The Statistical Significant
Standard deviation	1.090	2	.545	1.033	.357(a)
Residuum	220.509	418	.528		
Total	221.599	420			

Table (4) shows that “F” value reached 1.033 with a statistical significant of 0.357, which means the independent variables have the ability to predict the academic procrastination. To determine the relative predicting ability for the cognitive motivation and optimism-pessimism, the standard deviation was extracted. Table (5) shows that.

Table (5): the results of the Proportional regression coefficients or the cognitive motivation and optimism and pessimism on the academic procrastination

Independent variables	Deviation coefficient	Standard error	Beta value	T value	Statistical significance
Deviation gradient	2.42	.380		6.393	.000
Cognitive motivation	0,240	0.051	0.292	4,662	0,001
Optimism-Pessimism	0.135	0.052	0.190	2,957	0.003

Table (5) shows that the cognitive motivation is more influential in its ability to predict the academic procrastination, so the deviation coefficient reached 0.240, which is the statistical significant at ($\alpha \leq 0,01$). Optimism and Pessimism took the second place in predicting the academic procrastination; their deviation coefficient reached 0.135 which is the statistical significance at ($\alpha \leq 0,01$). Therefore, the two researchers give a general perception about the relation among the three variables relying on the study that has been conducted about this subject. The increase of the cognitive motivation lessens the academic procrastination, and when optimism increases, the academic procrastination decreases. On the other hand, when pessimism increases, the academic procrastination increases, as well. That is because pessimism leads to increase the negative thoughts that are constructed by its abilities. And, that is what makes the pessimist not putting any effort in overcoming the bad situations and incidents. However, optimism is connected to using focused methods on the two dimensions of the problem, which are solving the problem and looking for social support. This result can be justified through the theoretical literature that assured the role of the cognitive motivation and its impact in increasing the level of the individual’s performance and his/her productivity in different fields especially the GPA. The optimists’ tendency to use focused methods for solving problems can be justified as a kind of linger, because of what those methods provide from information about the pressuring situations that face them. They use those methods for the sake of finding proper solutions that have a positive impact on the positive efficient solution. That is because optimism is considered a positive expectation related to the future, and it motivates the individual to expect good things to happen. Also, optimism is related to high levels of self-confidence, perseverance, and to the way he/she overcomes negativity in a clear way. Accordingly, it might be said that optimists are less procrastinating for the academic task than pessimists.

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