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FROM BURDEN TO RESOURCE: THE ROLE OF SELF-REFLECTION IN THE WELL-BEING OF YOUNG PROCRASTINATORS^s

This article examines the relationship between self-reflection and psychological well-being in young adults with medium to high levels of procrastination. The relevance of the study is driven by the growing prevalence of procrastination among youth, particularly during periods of life transition and instability. The aim was to explore age-related differences in the relationship between self-reflection and well-being in procrastinators aged 25–35. Both quantitative (Lay, Ryff, Diener, Grant scales) and qualitative methods (content analysis of a projective response) were applied, along with factor and cluster analyses. The results indicate that for participants under 30, self-reflection showed either no significant relationship or negative correlations with self-acceptance, especially when dominated by behavioral reflection. In contrast, participants over 30 demonstrated positive associations between self-reflection and most dimensions of psychological well-being, particularly when the reflection had an emotional focus. Three procrastinator types were identified: reflective-critical, reflective-effective, and non-reflective adaptive. High-quality self-reflection, particularly emotional, emerged as a key resource for enhancing well-being.

Keywords: *behavioral reflection, emotional reflection, personal growth, procrastination, psychological well-being, self-acceptance, self-reflection, young adults*

Self-reflection is often considered a powerful internal resource. However, for individuals prone to procrastination, it may also become a source of inner tension or self-criticism, particularly during periods of personal transition. The relationship between self-reflection and well-being appears to evolve with age, as the ability to analyze one's actions, emotions, and thoughts typically deepens over time (Grant, Franklin & Langford, 2002; Harrington & Loffredo, 2010).

In recent decades, psychological well-being has emerged as a central focus in both theoretical and applied psychology. Unlike approaches that concentrate solely on reducing pathology, research on well-being seeks to identify personal and contextual resources that contribute to a meaningful, balanced, and fulfilling life. Polivanova and Guliayeva (2015) define psychological well-being as a complex, integrated indicator of one's orientation toward self-realization and subjective life satisfaction.

Among the numerous behavioral and cognitive factors influencing well-being, procrastination remains one of the most persistent challenges in modern society, particularly among young adults (Pychyl & Sirois, 2016). Defined as the voluntary and irrational delay of necessary tasks despite the anticipation of negative consequences (Nazaruk, 2022), procrastination is not simply an issue of time management. It often functions as a coping strategy that provides short-term relief (Pozdnyakova, 2023), but it incurs long-term psychological costs, including stress, anxiety, and reduced life

satisfaction (Sirois & Tosti, 2012), particularly among young people during transitional periods such as post-university adjustment or early career development. While active procrastination may not significantly harm well-being, passive procrastination has been found to be negatively associated with psychological well-being (Habelrih & Hicks, 2015).

A related construct gaining increasing attention is self-reflection, defined as the capacity to consciously examine one's thoughts, feelings, and behaviors (Grant et al., 2002). Often viewed as a beneficial metacognitive skill linked to self-awareness and emotional regulation (Harrington & Loffredo, 2010), self-reflection, however, exhibits a complex and sometimes paradoxical relationship with well-being. In certain populations, especially those prone to procrastination, excessive self-reflection may lead to rumination or hypercriticism, resulting in emotional paralysis rather than constructive insight.

Similarly, Ukrainian studies (Bobkova, 2020; Kit, 2023) have demonstrated both positive and negative associations between self-reflectivity and life satisfaction, depending on factors such as age, depth of analysis, and emotional maturity. Among young adults aged 25 to 35, self-reflection may act as a magnifying lens, intensifying the effects of unmet expectations and perceived failures, thereby exacerbating procrastination. In contrast, older individuals tend to use reflection as a regulatory and supportive

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mechanism that fosters psychological growth and well-being.

Therefore, the concepts of self-reflection, procrastination, and well-being remain inherently ambiguous, as does the nature of their interrelationship. This complexity makes them particularly compelling subjects for scholarly inquiry. Moreover, demographic variables, such as age, may provide more specific insights into how these factors interact, thus offering an additional layer of contextual depth to the research.

The aim of this study is to investigate the relationship between psychological well-being and the level of self-reflection in young individuals (aged 25–35) who exhibit medium to high levels of procrastination, with a specific focus on age-related differences in this relationship.

Research Methods. The study was carried out in several stages and involved both quantitative and qualitative methods. The procedure included data collection through an online survey, participant selection based on their level of procrastination, statistical analysis using JASP and SPSS, and multivariate procedures (factor and cluster analysis) to identify latent profiles of procrastinators.

Data were collected via an anonymous Google Forms survey, which included demographic questions (age, gender, education, place of residence) and several standardized psychological instruments. Of the 69 individuals who completed the survey, 63 participants with medium ($n = 48$) or high ($n = 15$) levels of procrastination were selected for further analysis, as these met the inclusion criteria. The remaining 6 individuals with low procrastination scores were excluded.

The final sample consisted of 32 women and 31 men aged between 25 and 35 years. The age distribution was divided into two groups: 39 participants were under 30 years old, and 24 were aged 30 or older, reflecting a meaningful psychological threshold. Geographically, 23 participants resided abroad, 13 were internally displaced persons (IDPs), and 27 lived in various regions of Ukraine. Regarding education, 39 had a Master's degree, 18 held a Bachelor's degree, and 6 had secondary education.

Applied Instruments:

1. General Procrastination Scale (K. Lay): This 20-item instrument (10 direct and 10 reverse items) measures chronic procrastination. Responses are scored from 1 (not true at all) to 5 (very true), with a total range of 20–100. Scores below 42 indicate low procrastination; 43–68, medium; 69 and above, high.

2. Psychological Well-Being Scale (C. Ryff): This 84-item scale assesses six dimensions: autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance. Responses are given on a 6-point Likert scale, and total scores range from 84 to 504, where higher scores indicate higher well-being.

3. Satisfaction with Life Scale (E. Diener): This 5-item measure uses a 7-point Likert scale and assesses global life satisfaction. Scores range from 5 (low satisfaction) to 35 (high satisfaction).

4. Self-Reflection and Social Reflection Scale (E.M. Grant): This tool contains two subscales (self-reflection and social reflection), each with 10 items rated on a 6-point scale. In this study, the focus was placed primarily on the self-

reflection subscale, which evaluates the individual's capacity to reflect on their thoughts, emotions, and behaviors.

Projective Method:

To explore qualitative aspects of self-reflection, participants were asked an open-ended projective question: "What is my favorite character most like me?" Responses were subjected to content analysis. The coding focused on references to six dimensions of psychological well-being (based on Ryff's model) and three distinct directions of self-reflection:

1. Cognitive (thoughts),
2. Emotional (feelings),
3. Behavioral (actions).

Percentage scores were calculated for each thematic category, allowing for further statistical correlations between the type of reflection and indicators of well-being.

Statistical Analyses:

1. Descriptive Statistics: To summarize the data and describe general patterns in the sample.

2. Kolmogorov-Smirnov Test: To assess data distribution for determining the appropriateness of parametric vs. non-parametric methods.

3. Spearman's Correlation Analysis: To evaluate the relationships between procrastination, self-reflection, and psychological well-being, including subgroup comparisons by age, gender, education, and place of residence.

4. Factor Analysis (Principal Component Analysis with Varimax rotation): To identify latent constructs underlying the variables.

5. Cluster Analysis (K-means method): To categorize participants into psychological profiles based on their scores across key variables.

These methodological approaches allowed for a comprehensive analysis of how different aspects of self-reflection and procrastination relate to well-being in a demographically diverse group of young adults.

Research Results. Starting with *descriptive statistics*, among 63 individuals who exhibited medium ($n = 48$) or high ($n = 15$) levels of procrastination, the mean score on the General Procrastination Scale was 59.5 ($SD = 8.93$), ranging from 43 to 78. The average psychological well-being score was 367.5 ($SD = 52.78$), ranging from 230 to 451, while the mean score for subjective well-being (Satisfaction with Life Scale) was 21.5 ($SD = 5.75$), ranging from 7 to 32. Self-reflection scores ($M = 46.6$, $SD = 8.73$) and social reflection scores ($M = 40.6$, $SD = 6.49$) were moderately high.

Qualitative responses to the projective question ("What is my favorite character most like me?") were analyzed using content analysis. Out of 63 participants, 53 provided valid responses. On average, the most frequently referenced dimension of psychological well-being was "positive relationships" (13% of coded responses), followed by "autonomy" (12%) and "environmental mastery" (6%). The least mentioned was "self-acceptance" (2%).

In terms of the direction of self-reflection, the average score of behavioral reflection dominated (12%), followed by cognitive (4%) and emotional reflection (4%). This distribution indicates a tendency among young procrastinators to focus more on analyzing their actions than their feelings.

The Kolmogorov-Smirnov test showed normal distribution across most variables, except for the autonomy scale and most of the content analysis categories. Therefore, non-parametric methods (Spearman's rho, Mann-Whitney U-test) were used in further analyses.

The Mann-Whitney U-test revealed statistically significant gender differences. Women showed higher scores in psychological well-being (Mean Rank = 38), life satisfaction (Mean Rank = 38), self-reflection (Mean Rank = 38), social reflection (Mean Rank = 37), positive relationships (Mean Rank = 40), and personal growth (Mean Rank = 39), compared to men (Mean Rank = 26, 26, 26, 27, 23, and 24 respectively). These differences were statistically significant ($p < .05$).

In terms of education, participants with a bachelor's degree exhibited higher levels of cognitive self-reflection (Mean Rank = 30) compared to those with a master's degree (Mean Rank = 22), $p < .05$. Respondents living in Ukraine reported lower scores in life satisfaction (Mean Rank = 28)

and purpose in life (Mean Rank = 28) compared to those living abroad (Mean Rank = 39 for both), $p < .05$.

Spearman correlation analysis across the total sample indicated:

1. A negative correlation between procrastination and subjective well-being ($r = -0.280$, $p < .05$), psychological well-being ($r = -0.431$, $p < .001$), environmental mastery ($r = -0.550$, $p < .001^{***}$), and self-acceptance ($r = -0.444$, $p < .001$);

2. A positive correlation between self-reflection and psychological well-being ($r = 0.256$, $p < .05^*$), purpose in life ($r = 0.278$, $p < .05$), and personal growth ($r = 0.360$, $p < .01^{**}$);

3. A negative correlation between behavioral self-reflection (content analysis) and positive relationships ($r = -0.312$, $p < .05$), personal growth ($r = -0.272$, $p < .05$), and psychological well-being ($r = -0.318$, $p < .05$);

4. A positive correlation between emotional self-reflection (content analysis) and self-acceptance ($r = 0.279$, $p < .05$) (see Table 1).

Table 1. Spearman correlations between procrastination, self-reflection, and well-being (total sample)

Variables	Subjective Well-being	Autonomy	Environmental Mastery	Personal Growth	Positive Relations	Purpose in Life	Self-acceptance	Psychological Well-being
Procrastination	-0.280*		-0.550***			-0.267*	-0.444***	-0.431***
Self-reflection			0.360**	0.360**		0.278*		0.256*

When broken down by age, the group under 30 showed a weaker and sometimes negative relationship between self-reflection and well-being. Procrastination negatively correlated with autonomy ($r = -0.317^*$), environmental mastery ($r = -0.596^{***}$), self-acceptance ($r = -0.504^{**}$), and psychological well-being ($r = -0.486^{**}$). Self-reflection

showed no significant correlations with most dimensions of psychological well-being and negative correlations ($r = -0.341^*$) with self-acceptance (see Table 2). Behavioral self-reflection (content analysis) negatively correlated with subjective well-being, purpose in life, and self-acceptance.

Table 2. Correlations among participants under 30 years old

Variables	Subjective Well-being	Autonomy	Environmental Mastery	Personal Growth	Positive Relations	Purpose in Life	Self-acceptance	Psychological Well-being
Procrastination		-0.317*	-0.596***				-0.504**	-0.486**
Self-reflection							0.341*	

In contrast, participants aged 30 and older showed strong positive correlations between self-reflection and most dimensions of psychological well-being, such as environmental mastery ($r = 0.421^*$), personal growth ($r = 0.538^{**}$), purpose in life ($r = 0.661^{***}$), and psychological

well-being ($r = 0.613^{**}$). There was no correlation between self-reflection and procrastination in this group, unlike in all other demographic groups and the overall sample (see Table 3).

Table 3. Correlations among participants aged 30–35

Variables	Subjective Well-being	Autonomy	Environmental Mastery	Personal Growth	Positive Relations	Purpose in Life	Self-acceptance	Psychological Well-being
Procrastination								
Self-reflection			0.421*	0.538**		0.661***		0.613**

Principal Component Analysis (Varimax rotation) identified two main factors explaining 67% of the variance:

- Factor 1: Positive Functioning – included high scores on well-being and low procrastination.

- Factor 2: Reflection – included both self-reflection and social reflection scores.

Based on these factors, a **K-means cluster analysis** identified three distinct profiles:

1. Reflective-Critical Procrastinators ($n = 19$): cluster centroids for Positive Functioning and Reflection are -1.08

and 0.4 respectively. The descriptive statistics for this profile are presented below (see Table 4):

Table 4. Descriptive Statistics for Reflective-Critical Procrastinators

Variables	Min.	Max.	Mean	Level
Procrastination	55	77	68	High
Subjective Well-being	7	29	17	Below average
Psychological Well-being	230	412	340	Average
Self-reflection	39	60	51	High
Social reflection	34	49	41	Above average

2. Reflective-Effective Procrastinators ($n = 25$): cluster centroids for Positive Functioning and Reflection are

0.7 and 0.5 respectively. The descriptive statistics for this profile are presented below (see Table 5):

Table 5. Descriptive Statistics for Reflective-Effective Procrastinators

Variables	Min.	Max.	Mean	Level
Procrastination	43	78	55	Average
Subjective Well-being	12	31	24	Above average
Psychological Well-being	339	451	402	High
Self-reflection	40	58	50	Above average
Social reflection	34	54	44	Above average

3. Non-Reflective Adaptive Procrastinators ($n = 19$): cluster centroids for Positive Functioning and Reflection are

0.1 and -1.2 respectively. The descriptive statistics for this profile are presented below (see Table 6):

Table 6. Descriptive Statistics for Non-Reflective Adaptive Procrastinators

Variables	Min.	Max.	Mean	Level
Procrastination	44	71	58	Average
Subjective Well-being	13	32	23	Average
Psychological Well-being	289	434	350	Average
Self-reflection	26	47	37	Average
Social reflection	28	41	36	Average

The first cluster represents individuals with high self-analysis tendencies but low self-acceptance and satisfaction, suggesting that intense behavioral reflection may contribute to excessive self-criticism. The second cluster demonstrates that emotional self-reflection, especially in those over 30, can be associated with high well-being despite procrastination. The third group shows that moderate procrastination combined with average self-reflection does not necessarily result in low well-being, indicating a potentially protective effect of reduced self-reflection.

However, the results suggest that high psychological well-being is more likely when self-reflection is not merely present but of high quality. Reducing self-reflection is not the answer; instead, its effectiveness depends on its focus. Enhancing emotional self-reflection and facilitating the emergence of insight may help young procrastinators turn their reflective tendencies into a resource rather than a burden.

Discussion. The current study confirms the complex and ambivalent nature of the relationship between self-reflection, procrastination, and psychological well-being, especially in the context of age-specific differences. One of the key findings was that self-reflection, often perceived as a resourceful metacognitive process, may relate to either

higher or lower well-being depending on its focus (emotional vs behavioral) and the individual's stage of development.

Our results align with those of Kit (2023), who highlighted the importance of emotional integration within reflective processes for them to positively correlate with well-being. These insights were reflected in our findings: participants under 30 often exhibited behavioral reflection associated with lower self-acceptance, while those over 30 showed strong positive correlations between emotional self-reflection and psychological well-being.

This age-related shift may be explained by what has been referred to in literature as the “paradox of introspection”, where excessive self-focus, particularly on negative content, relates to decreased well-being and can be associated with depressive states (Harrington & Loffredo, 2010). Our findings are consistent with this view: younger participants more often engaged in critical behavioral reflection, which appeared to amplify self-criticism, while older participants displayed more emotionally insightful reflection.

Discussing the relationship between self-reflection and psychological well-being, it is worth mentioning that some researchers (Grant et al., 2002) found that self-reflection

combined with insight is a positive predictor of well-being, whereas reflection without insight or emotional clarity may lead to rumination and lower life satisfaction. These conclusions resonate with our cluster analysis results, where reflective-effective procrastinators, especially in the older age group, demonstrated higher scores of well-being along with high levels of emotional reflection. In contrast, reflective-critical procrastinators combined high reflection with low well-being, suggesting that the quality and direction of reflection plays a more essential role than its intensity alone.

The scientific novelty of our study lies in integrating these findings into a developmental framework: age moderates the relationship between self-reflection and well-being, transforming it from a potential vulnerability into a psychological resource. While previous studies have examined either procrastination or reflection in isolation, this research provides empirical evidence of how their interaction changes during early adulthood.

From a practical standpoint, the results indicate that interventions for young procrastinators should not aim to reduce reflection, but rather to enhance its emotional quality. Supporting emotional insight and reducing harsh behavioral self-evaluation may help young adults use their reflective tendencies as a foundation for psychological growth rather than as a source of dissatisfaction.

Conclusion. The present study explored the relationship between self-reflection and psychological well-being in young adults (aged 25–35) with medium to high levels of procrastination. The findings confirmed that this relationship is complex and moderated by age.

Among participants under 30, high levels of self-reflection, especially behavioral, were associated with lower psychological well-being, particularly with reduced self-acceptance. In contrast, participants over 30 demonstrated positive associations between self-reflection and most dimensions of psychological well-being, especially when reflection was emotionally oriented.

Factor and cluster analyses identified three distinct profiles of procrastinators, with the most psychologically resilient group characterized by high emotional self-reflection and overall well-being. The group with the lowest well-being displayed high behavioral self-criticism, while those with average scores maintained moderate well-being despite lower reflection.

These results underline the importance of the quality and direction of self-reflection rather than its intensity. Emotional insight appears to be a key component in transforming self-reflection into a psychological resource.

Therefore, age-sensitive interventions should aim to support emotionally grounded self-awareness to promote well-being in young procrastinators.

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ВІД ТЯГАРЯ ДО РЕСУРСУ: РОЛЬ САМОРЕФЛЕКСІЇ У БЛАГОПОЛУЧЧІ МОЛОДИХ ПРОКРАСТИНАТОРІВ

У статті досліджується взаємозв'язок між саморефлексією та психологічним благополуччям у молодих дорослих із середнім і високим рівнем прокрастинації. Актуальність дослідження зумовлена зростанням поширеності прокрастинації серед молоді, особливо в періоди життєвих змін та нестабільності. Метою було вивчення вікових відмінностей у зв'язку між саморефлексією та благополуччям у прокрастинаторів віком 25–35 років. Було застосовано як кількісні методи (шкали Лея, Ріффа, Дінера, Гранта), так і якісні (контент-аналіз проєктивної відповіді), а також факторний і кластерний аналіз. Результати показали, що у респондентів віком до 30 років саморефлексія або не мала значущого зв'язку із самоприйняттям, або виявляла негативну кореляцію з самоприйняттям, особливо коли домінувала поведінкова рефлексія. Натомість у респондентів віком понад 30 років виявлено позитивні зв'язки між саморефлексією та більшістю шкал психологічного благополуччя, зокрема у разі емоційної спрямованості рефлексії. Виявлено три типи прокрастинаторів: рефлексивний критичний, рефлексивний ефективний та нерефлексивний адаптивний. Саморефлексія високої якості, особливо емоційна, постала як важливий ресурс підвищення благополуччя.

Ключові слова: рефлексія поведінки, рефлексія емоцій, особистісне зростання, прокрастинація, психологічне благополуччя, самоприйняття, саморефлексія, молоді дорослі

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