



Full Length Research Paper

Academic procrastination among Non-Jordanian students at Al- Isra University and its relation with some variables

Malek Yosef Alkhuba and Feras Ali Al habees

Psychology Department, Al- Isra University

Accepted 27 December, 2015

The purpose of this study was to investigate the academic procrastination among Non-Jordanian students at Al- Isra University. Moreover, it is also aimed to find out the effects of their gender, educational stream, and year level. The sample of the study comprises 213 Non-Jordanian students (128 male and 85 female) were randomly selected from three educational streams (sciences, arts and educational science stream), whereas, the study instrument is the procrastination scale developed by Lays, 1986. The finding of the study indicates that there are statistically significant differences at ($\alpha \leq 0.05$) in academic procrastination among Non-Jordanian students based on gender, educational stream, and year level variables.

Key words: Academic procrastination, Non-Jordanian students

INTRODUCTION

Procrastination is a frequent failure at doing what ought to be done to reach goals. In other words, procrastination as a behavior becomes obvious when someone continues to fail in doing what he or she ought to do to achieve certain desirable goals (Lay, 1996). In psychology, procrastination is meant to express the act of replacing high-priority actions with tasks of lower priority, or doing certain actions from which one gets enjoyment, and therefore delaying basic tasks to a later time (Fiore, 2006). Freud says the pleasure principle can be considered as a responsible factor of procrastination. In other words, it is the humans' nature not to prefer negative emotions, and handing off a stressful task until a further date is enjoyable. Pychy (2012) argues that the perspective that some humans are able to work best under pressure provides additional enjoyment and motivation to postponing a task. To Fiore (2006) some psychologists, on the one hand, cite such behavior as a mechanism for coping with the anxiety associated with starting or completing any task or decision. Others, on

the other hand, argue that anxiety causes people to delay only if they are impulsive (Steel, 2007).

Schraw, Wadkins, and Lori posited three criteria for a behavior to be identified as procrastination; it must be counterproductive, needless, and delaying (Schraw, Wadkins & Lori, 2007). Similarly, Steel, 2007 defines procrastination as to voluntarily delay an intended course of action despite expecting to be worse off for the delay. Procrastination can be clearly resulted in stress, loss of personal productivity, a feeling of crisis and guilt, in addition to inability to meet commitments. Furthermore, it is worth notably that chronic procrastination might be regarded as a sign of underlying psychological disorder (Lee, Kelly, and Edwards, 2006).

The psychological causes of procrastination are considered as a controversy issue. Clinical work is mainly connected with problems related to anxiety, lack self-esteem, and mentally self-defeating. In a related context, anxiety and perfectionism almost have no connection with procrastination. Rather, procrastination has lots to do

with lack of self-confidence or even disliking the task. Psychologists like Lee, Kelly and Edwards (2006) pointed out that there are no direct connection between neuroticism and procrastination claiming that the connection is fully achieved by conscientiousness (Pelusi, 2011) it is important for people whose procrastination has become chronic and is perceived to be debilitating, to seek out a trained therapist or psychiatrist to see if an underlying mental health issue may be present (Evans, 2007).

Procrastination has been associated with perfectionism, a tendency to negatively evaluate outcomes and one's own performance, intense fear and avoidance of evaluation of one's abilities by others, heightened social self-consciousness and anxiety, recurrent low mood, and work holism, according to Robert, Lindsey, Shane and Sukaina (2008) adaptive perfectionists when perfectionism is egosyntonic were less likely to procrastinate than non-perfectionists, while maladaptive perfectionists people who saw their perfectionism as a problem (Schraw, Wadkins & Lori, 2007). Accordingly, Steel, (2007) indicate that typically perfectionists actually procrastinate slightly less than others, with the exception being perfectionists who were also seeking clinical counseling (Gosling, 1990).

Muawia, A (2012) examined the prevalence of academic procrastination and its cause from the point of view of the undergraduate students, and whether these differed based on students' gender, academic level, or specialization. The total sample of the study consisted of 751 undergraduate students, from Al-Yarmouk University. Finding of the study presented that 21.6% of students exhibited a high level of procrastination, 60.3% students exhibited an average level, and 18.1% of them exhibited a low level. There are significant differences on the base of academic level but there is no significant differences based on students' gender, or specialization, moreover procrastination level among fourth year was higher than all other years, result also indicated that the causes are order in this: fear of failure, instructor style, aversive task, risk taking, resisting discipline control, and classmate pressure. Additionally, the levels of resisting discipline, risk taking, classmate pressures were higher among male than female students. But the level of fear of failure was higher among female than male students. Finally, there are significant differences in field of fear of failure, classmate pressure, and instructor style on the base of different academic levels.

Asikhia, O (2010) focused on causes and dangers of academic procrastination a behavioral problem that involves delaying a task which needs to be accomplished in mathematics and the need for counseling students who are procrastinators especially of mathematics. Thus, in order to have a comprehensive understanding of the topic, the meaning, causes and its debilitating effects on student's mathematics achievement were discussed after which the counselor's role in helping students get out of this behavioral problem in order to ensure a sustainable educational system were discussed.

Bilge U, Ayhan D and Joseph R (2009) examined the prevalence and reasons, or excuses, for academic procrastination as a function of gender and academic grade level. First, a factor analysis of responses by 203 Turkish undergraduate students to an academic procrastination measure provided evidence of reliability and validity for the revised scale. Second, 784 students completed the validated Turkish Procrastination Assessment Scale-Students. The results were that 52% of students reported frequent academic procrastination, with male students reporting more frequent procrastination on academic tasks than female students. Significantly more female students than male students reported greater academic procrastination because of fear of failure and laziness; male students reported more academic procrastination as a result of risk taking and rebellion against control than did female students.

Robert M. Klassen, Lindsey L. Krawchuk, Sukaina R (2008) explored the academic procrastination of 456 undergraduates. First phase explores the relationships among academic procrastination, self-regulation, academic self-efficacy, self-esteem, and self-efficacy for self-regulation, results indicated that although other self-variables are related to procrastination, self-efficacy for self-regulation is most predictive of procrastination tendencies. Second study investigates academic and motivation characteristics of negative procrastinators, the undergraduates who are most adversely influenced by procrastination. The 25% of 195 participants in second phase who were classified as negative procrastinators had significantly lower GPAs, higher levels of daily and task procrastination, lower predicted and actual class grades, and lower self-efficacy for self-regulation. After controlling for GPA, daily procrastination and self-efficacy for self-regulation significantly predicted the negative impact of procrastination.

Objective of the Study

The purpose of this study is to investigate the academic procrastination among Non-Jordanian students at Al-Isra University.

Hypothesis of the Study

There are static differences at ($\alpha \leq 0.05$) in academic procrastination among Non-Jordanian students at Al-Isra University based on gender, educational stream, and year level variables.

Sample of the Study

A total sample of 231 (128 male & 85 female) Non-Jordanian students was randomly selected from three educational streams in 2015 - 2016 session, In this sample there were 134 students from (Arts & educational science stream) and 97 students from science stream, moreover there were 115 students from first and second year, and 98 students from third year and more, All the students

were from the middle class family come from different countries.

Instrument of the Study

Academic procrastination among the respondents was measured with the help of procrastination scale developed by Lays (1986) this scale consisted of 20 items, based on 4 point likert (4 extremely characteristics, 3 Moderately Characteristic, 2 Moderately Uncharacteristic to 1 extremely uncharacteristic), keyed in the direction of high procrastination, included such items as "I do not do assignments until just before they are to be handed in", and I usually make decisions as soon as possible. Ten questions are reverse keyed. For each item the students should fill in the circle procrastination that best describes how this student has been over the last three months or this academic year. Scoring Template for each item record the value of the response in the clear box: (1 disagrees agree strongly, 2 disagree slightly, 3 agree slightly, 4 agree strongly). Finally, the scale has a cronbach alpha of .082 and reliability of 0.80.

Procedures of the Study

This study used a random sample process for selection the Non-Jordanian students at Al-Isra University which are from different nationalities to answer the scale items.

The selections of students were conducted at the campus, the researcher briefed the students about the objectives and goals of the study, while the statistical techniques in accordance with the test hypotheses based on the objectives were used descriptive techniques such as mean, percentage, standard deviation and t-test worked out to ascertain the nature of distribution of scores.

RESULTS OF THE STUDY

Result in [Table 1](#) indicates that the statement: I often find myself performing tasks that I had intended to do days before, has got highest means 3.31 was the most influential and ranked first with percentage 82.84%, while the statement: I do not do assignments until just before they are to be handed in. Has got means 3.26 and percentage 81.62 % and ranked second, third rank was for statement: When I am finished with a library book, I return it right away regardless of the date it is due, with means 3.26 and percentage 81.55%. While the statement: I am continually saying I will do it tomorrow, has ranked before the last with means 2.38, and percentage 59.46%, the statement: I usually take care of all the tasks i have to do before i settle down and relax for the evening, got rank last and got means 2.16 and percentage 53.92%, finally the total means is 2.96 and percentage 73.99 %.

Table 1: shows means, standard deviation and percentage of academic procrastination.

Items	Means	St. Dev	100%
I often find myself performing tasks that I had intended to do days before.	3.31	0.83	82.84
I do not do assignments until just before they are to be handed in.	3.26	0.85	81.62
When I am finished with a library book, I return it right away regardless of the date it is due.	3.26	0.75	81.55
When it is time to get up in the morning, I most often get right out of bed.	3.24	0.93	80.88
A letter may sit for days after I write it before mailing it.	3.23	80.74	80.74
I generally return phone calls promptly.	3.22	80.47	80.47
Even with jobs that require little else except sitting down and doing them, I find they seldom get done for days.	3.21	80.27	80.27
I usually make decisions as soon as possible.	3.20	80.07	80.07
I generally delay before starting on work I have to do.	3.17	79.32	79.32
I usually have to rush to complete a task on time.	3.14	78.51	78.51
Items	Means	St. Dev	100%
When preparing to go out, I am seldom caught having to do something at the last minute.	3.12	78.11	78.11
In preparing for some deadline, I often waste time by doing other things.	3.08	77.03	77.03
I prefer to leave early for an appointment.	3.07	76.76	76.76
I usually start an assignment shortly after it is assigned.	2.98	74.46	74.46
I often have a task finished sooner than necessary.	2.76	69.12	69.12
I always seem to end up shopping for birthday or Christmas gifts at the last minute.	2.55	63.78	63.78
I usually buy even an essential item at the last minute.	2.45	1.18	61.22
I usually accomplish all the things I plan to do in a day.	2.39	1.14	59.66
I am continually saying I will do it tomorrow.	2.38	1.13	59.46
I usually take care of all the tasks I have to do before I settle down and relax for the evening.	2.16	1.05	53.92
Total	2.96	0.39	73.99

Table 2 shows that there are statically differences at ($\alpha \leq 0.05$) in academic procrastination among Non-Jordanian students at Al- Isra University based on the gender variable in favour of male students.

Table 2: shows the differences in academic procrastination among Non-Jordanian students with respect of gender variable.

Variable	Category	S.D	Mean	t-test	A
Gender	Male	0.40	3.00	2.63	0.009*
	Female	0.37	2.89		

Significant at ($\alpha \leq 0.05$)*

Table 3 shows that there are no statistically differences at ($\alpha \leq 0.05$) in academic procrastination among Non-Jordanian students at Al- Isra University based on the educational stream variable.

Table 3: indicates the academic procrastination among Non-Jordanian students at Al- Isra University based on educational stream variable.

Variable	Category	S.D	Mean	t-test	A
Educational stream	Science	0.39	2.97	0.38	0.698
	Arts & educational sciences	0.40	2.95		

Significant at ($\alpha \leq 0.05$)*

Table 4 indicates that there is no statistically differences at ($\alpha \leq 0.05$) in academic procrastination among Non-Jordanian students at Al- Isra University based on the year level variable.

Table 4: indicates the differences in academic procrastination among Non- Jordanian Students in Al- Isra University with respect to year level

Variable	Category	S.D	Mean	t-test	Level- α
Study level	First and two years	0.37	2.94	1.03	0.30
	Third year and more	0.41	2.98		

Significant at ($\alpha \leq 0.05$)*

DISCUSSION

The main purpose of this study was to investigate the academic procrastination among Non-Jordanian students at Al- Isra University, according to participants gender is

play a part in level of academic procrastination, whereas there are no significant differences in academic procrastination among Non-Jordanian in year level and educational stream variables. Students who lose academic motivation may be increasing academic procrastination behavior, it is determined in that increase in the level of internet use increases academic procrastination behavior. Moreover, there are some of the causes of procrastination like self esteem and self efficacy, fear of success or failure, have already lack of time management, goals and objectives, also a feeling that overwhelms subsequently, one postpones doing academic assignment for a certain data, while focusing on unproductive activities, Inability to concentrate or having low levels of conscientiousness on one's work this is another reason for procrastination. This may be due to distortions in the environment, such as noise, cluttered study desk or trying to do an assignment on a bed.

Finally, a lack of confidence in one self will automatically keep one from those things which ordinarily one is capable of doing, procrastination which is not a device for avoiding mundane things but on a higher level, is avoiding the big decisions and big actions then set in and prevent one from making real difference in one's life. These finding is consistent with study of Bilge, Ayhan and Joseph (2009) while the finding is un consistent with study of Muawia, A G (2012).

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