

ACADEMIC PROCRASTINATION AND ITS CORRELATION WITH ACADEMIC SATISFACTION AND ACADEMIC PERFORMANCE AMONG UNDERGRADUATE STUDENTS OF ALLIED HEALTH SCIENCES OF RMI PESHAWAR; AN ANALYTICAL CROSS- SECTIONAL

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Received; 23rd April 2024 Revisions received; 15th May 2024 Accepted; 23rd May 2024

ABSTRACT

BACKGROUND: Every student must complete different academic tasks during a day but due to some reasons completion of these intended tasks is often delayed, this general tendency of postponing or delaying different academic tasks has been referred to as academic procrastination. It is a highly prevailing issue faced by many college and university students in their academic life. It results in unhealthy emotions such as stress, worry, guilt, anxiety, depression and thus leads to a dissatisfied academic life and poor academic performance.

Objective: To study academic procrastination and its correlation with academic satisfaction and academic performance among undergraduate students of allied health sciences of RMI Peshawar

METHODOLOGY: A This Analytical cross-sectional study was conducted on 250 undergraduate students from second year till fifth year at Allied Health Colleges of RMI Peshawar using convenience sampling technique. The duration of this study was 6 months. The data collection tools were Tuckman Procrastination Scale, Academic Satisfaction Scale, and GPA of students. The demographic variables were mentioned as frequencies and percentages. Median values with IQ ranges were used to present the numerical variables. Correlation was found through Pearson Correlation test. Association between all the categorical variables and Tuckman procrastination score was found via Mann Whitney U test and Kruskal Wallis test.

RESULTS: Out of 250 students, 131 (52.4%) students showed high level of academic procrastination whereas 119 (47.6%) students showed low level of academic procrastination. A significant association (P value 0.000) was found between gender and academic procrastination as females demonstrated more academic procrastination compared to males. No association (P value 0.793) was found between year of study and procrastination. A negative correlation of academic procrastination was found with academic satisfaction and academic performance.

CONCLUSION: Majority of undergraduate students depicted high level of academic procrastination. Different academic years of study did not influence the level of academic procrastination. However, Gender influenced the academic procrastination level as females illustrated more academic procrastination as compared to males. A negative correlation of academic procrastination was found with academic satisfaction and performance.

KEYWORDS: Academic Procrastination, Academic Satisfaction, Academic Performance, Undergraduate Students, College.

HOW TO CITE THIS ARTICLE: Kifayat M, Shah S, Sajjad S, Gillani M, Qurat Ul Ain, Nayab R. Academic Procrastination And Its Correlation With Academic Satisfaction And Academic Performance Among Undergraduate Students Of Allied Health Sciences Of RMI Peshawar; An Analytical Cross-Sectional Study. Northwest J Med Sci. 2024;3(2):3-9

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INTRODUCTION:

Procrastination is a trait in which the task required to achieve one's objective is delayed.¹ It is also known as Tomorrow's syndrome.² Every student has to complete different academic tasks during the day but due to some reasons completion of these intended tasks is often delayed, this general tendency of postponing or delaying different academic tasks has been referred to as academic procrastination.³ It is a highly prevailing issue faced by many college and university students in their academic life.⁴ It has become a subject of concern to many research workers because of its negative impact on overall population which involves affecting an individual's productivity,

performance, well-being and is considered as one of the most common cause of student's inability to learn and to attain academic accomplishments.^{5,6} It is dual faced, gives temporary pleasure but permanent stress.⁷ The reasons of procrastination can be summarized as low motivational skills,⁸ fear of failure,⁹ low self-esteem,¹⁰ poor time management,¹¹ perfectionism,¹² laziness,¹³ poor organizational skills,¹⁴ anxiety,¹⁵ finding the academic tasks not interesting and boring.²

A cross-sectional study on undergraduate students in Turkey concluded that 70% of college students are involved in academic procrastination on an occasional basis whereas 50% procrastinate very often.¹⁶ A 2016 study conducted at Bulacan

State University in the Philippines found that men tend to procrastinate more than women.¹⁷ Results from a cross-sectional survey at Quaid-i-Azam University, Islamabad, concluded that academic procrastination was very high among all undergraduate students, but in comparison to senior students, junior students exhibited more academic procrastination.⁹ According to a study in Nigeria in 2007, the students who procrastinate get low grades in the academic examinations and are weaker in studies than students who do not procrastinate.¹⁸ A 2017 narrative review found that there exist a negative correlation between academic procrastination and the performance of students.¹⁹ A longitudinal analysis conducted in 2020 found a negative association between academic procrastination and academic satisfaction.²⁰

Given its impact on academic achievement, satisfaction, students' emotional wellbeing, and learning it is necessary for the organizations to determine the extent of academic procrastination as well as its adverse outcomes. Regular assessments of the level of students' academic procrastination enable organizations to make informed resolutions about where they can make improvements and plan future strategic decisions for the betterment of students. The results of this study will give a clear picture to the stakeholders including faculty, students and parents on the causes and extent of this phenomenon and will enable them to develop different training and educational programs to reduce its frequency among students and thus improve the performance of students. So, this study aimed to determine the prevalence of academic procrastination among undergraduate students of allied health colleges of RMI, find out the correlation of Academic procrastination with Academic Satisfaction and Academic Performance, and compare the level of academic procrastination among different academic years of study.

METHODOLOGY

This Analytical cross-sectional study was conducted on 250 undergraduate students from the second year to the fifth year at Allied Health Colleges of RMI Peshawar using a convenience sampling technique. The duration of this study was 6 months. The data collection tools used in this study were the Tuckman Procrastination Scale (consisting of 16 questions and a score range from 16 to 64), the Academic Satisfaction Scale (consisting of 5 questions and a score range from 5 to 25), and the GPA of students for academic performance. After the approval of the study from the graduate committee of RCRS, permission was taken from the Principals of RCRS, RCN, RCAHS. Those participants who fulfilled the inclusion criteria were recruited in the study and the purpose of the study was explained. Furthermore, informed consent was taken from the participants before the study. The responses obtained were analyzed using SPSS version 22. The demographic variables were mentioned as frequencies and percentages. Since the data was found to be not normally distributed by using the Shapiro-Wilk test, Median values with IQ ranges were used to present the numerical variables of our study. A correlation between academic procrastination, satisfaction, and performance was found through the Pearson Correlation test. Association between all the categorical variables and Tuckman procrastination score was found via Mann Whitney U test and Kruskal Wallis test. P value of <0.05 was considered significant.

Ethical approval was granted by Graduate study committee RCRS No.670-671/RCRS/SA-GC/2022

RESULTS

Demographics:

The total sample of our study was 250 students. The response rate was 100%.

Table 1- Demographics of the participants

Variable	Category	Frequency	Percentage	Mean ± SD
Age				21.79±2.29
Gender	Male	130	52%	
	Female	120	48%	
Institution	RCAHS	146	58.4%	
	RCRS	55	22%	
	RCN	49	19.6%	
Year of study	Second	78	31.2%	
	Third	79	31.6%	
	Fourth	80	32.0%	
	Fifth	13	5.2%	

The Shapiro-Wilk test was used to find the normality of the variables. The results of the Shapiro-Wilk test indicated that the data was not normally distributed, as the p-value was less than 0.05.

Students Level of Academic Procrastination:

Median score and interquartile ranges for academic procrastination were analyzed by SPSS. The median score was 43.00, with an IQ range of 11 for 250 students. Participants who scored higher than the median (43.00) showed high levels of academic procrastination, whereas participants who scored lower than the median (43.00) showed lower levels of academic procrastination.

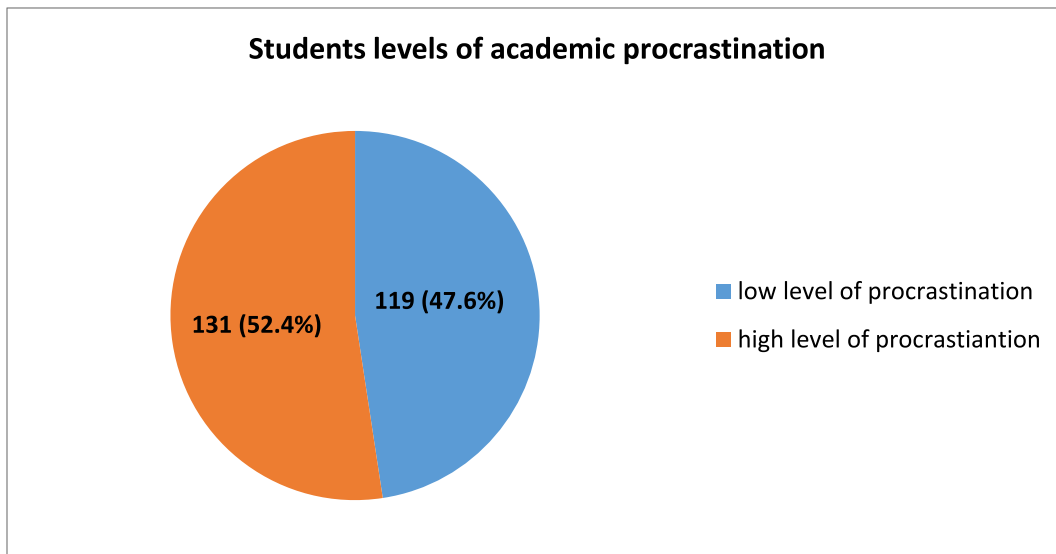


Figure 1 - Student's levels of academic procrastination

Students Level of Academic Satisfaction:

Median score and interquartile ranges for Academic satisfaction were analyzed through SPSS. The median score was 14.50 with an IQ range of 10 for 250 students. The participants who scored higher than the median score (14.50) showed higher levels of academic satisfaction whereas participants who scored lower than the median score (14.50) showed lower levels of academic satisfaction.

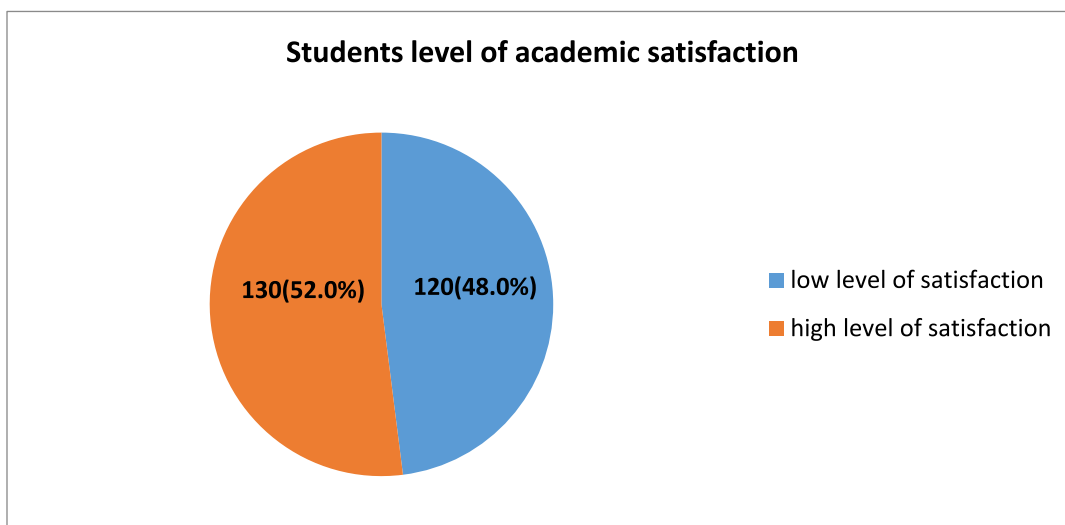


Figure 2 - Student's level of academic satisfaction

Students' Academic performance:

Median score and interquartile ranges for academic performance were analyzed through SPSS. The median score was 3.200 with an IQ range of 0.7 for 250 students. The participants who scored higher than the median score (3.200) showed good academic performance whereas participants who scored lower than the median score (3.200) showed poor academic performance.

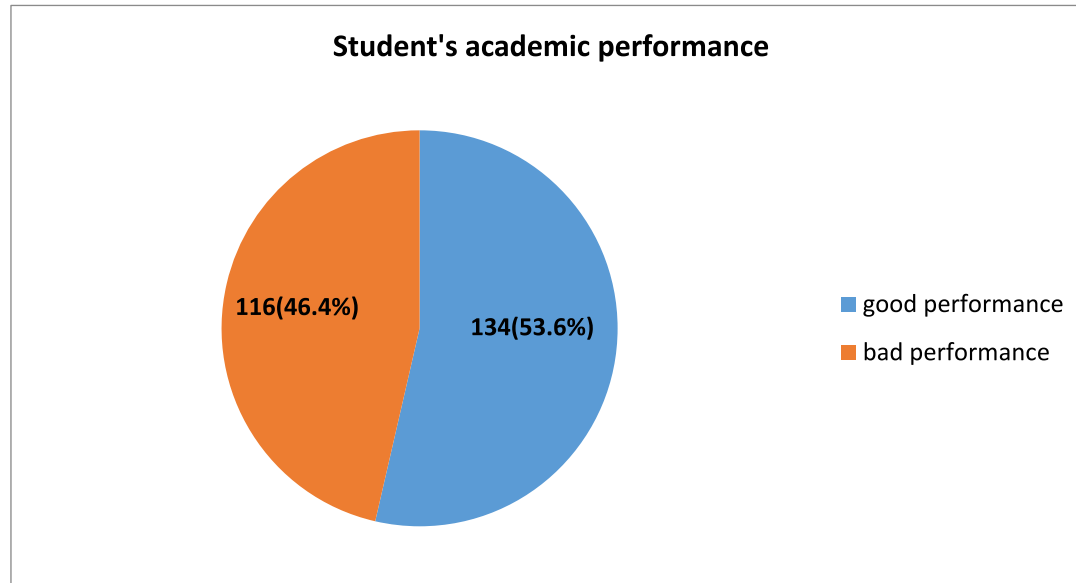


Figure 3 - Student's academic performance

Correlation of Academic Procrastination with Academic Satisfaction:

Pearson's correlation test was used to determine the two correlations. This study found a significant correlation (P-value <0.000) between academic procrastination and academic satisfaction. The results showed that academic procrastination has a moderately negative correlation (-.475) with students' satisfaction with their academic life.

Correlation of Academic Procrastination with Academic performance:

Pearson's correlation test was used to determine the two correlations. This study found a significant correlation (P-value <0.000) between academic procrastination and student's academic performance. The results showed that academic procrastination has a significant weak negative correlation (-.347) with academic performance.

Association of Academic Procrastination with Gender:

A significant association (P-value <0.000) was found between academic procrastination and gender using the Mann-Whitney U test. As evident in Figure 4, most females 74 (56.5%) showed higher levels of academic procrastination compared to males 57 (43.5%). Therefore, in our study, the degree of academic procrastination was high in women.

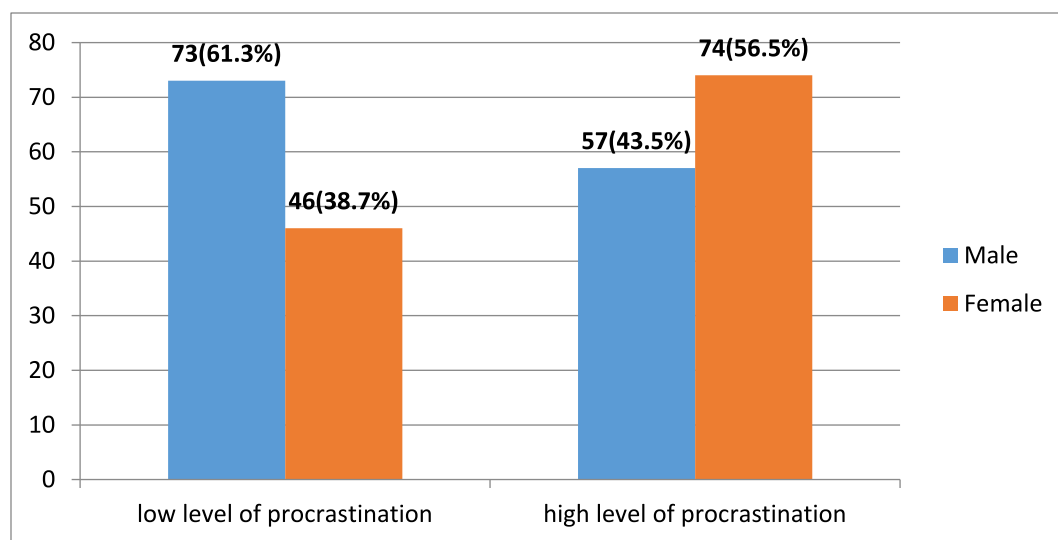


Figure 4 - Academic procrastination in males and females

Association of Academic Procrastination with Year of study:

By using Kruskal-Wallis H test, no statistical significance was found among academic procrastination and years of study (P value 0.793).

DISCUSSION

In the present study, out of 250 students, 131 (52.4%) students had higher levels of academic procrastination whereas 119 (47.6%) students had lower levels of academic procrastination. A cross-sectional study was conducted in 2009 at the Middle East Technical University in Turkey results of the study showed that out of 784 students, a total of 405 were categorized as procrastinators (52%) whereas 379 students were classified as non-procrastinators (49%).¹³

The current study found a significant association (P-value <0.000) between gender and academic procrastination, out of a total 130 male and 120 female students, procrastination was more pronounced in females with a percentage of 56.5% as compared to males which was only 43.5%. A cross-sectional survey was conducted at Shiraz University of Medical Sciences Iran, the results stated that women were proved to procrastinate more than men, with the average percentage of female procrastinating at 57.1% and the rest being male.²¹ A cross-sectional study conducted in 2021 found that, out of 210 male and 94 female students, 69% were male procrastinators whereas 31% were female procrastinators, from the results of this study it was proven that men had greater degrees of academic procrastination than women.²²

The current study did not find any statistical significance between academic procrastination and years of study (p value 0.793) but according to the mean rank value, final year students demonstrated high academic procrastination as compared to

junior students. In a survey conducted among graduate and undergraduate students at Valdosta State University in Georgia, graduate students were observed to have higher levels of procrastination than undergraduate students.²³ A study conducted in 2018 at the University of Groningen Netherlands concluded that levels of academic procrastination were higher in first-year students, i.e. junior students than senior students.²⁴

The current study found a significant correlation (P-value <0.000) between academic procrastination and satisfaction with academic life, indicating that students who procrastinate more are less satisfied academically. The results are consistent with a cross-sectional study conducted at Pammukale University in Europe in 2015, which showed a negative correlation between academic procrastination and academic satisfaction.²⁵

This study found a significant correlation (P-value <0.000) between academic procrastination and student's academic performance, indicating that when students have high levels of procrastination, they perform poorly in their academic life. The results are consistent with other studies such as, A 2019 cross-sectional study by the University of Kuwait, UAE demonstrated a negative correlation between student's procrastination and their academic performance.²⁶ In contrast to the above studies, a 2016 study at the University of Norway showed student's procrastination level had no association with the GPA of their academic life.²⁷

The study was not without its limitations. The results of the study cannot be generalized to medical students of Pakistan as only

allied health students were included in the study. Also, there was an uneven year-to-year distribution of students that may have affected the results of the study. Moreover, the present study was conducted on second year till fifth year students, collecting data from all the five years will give more accurate results. A cross-sectional design was chosen due to time constraints, but a longitudinal study design will provide greater understanding of the problem. Future researchers are encouraged to conduct research within a reasonable timeframe and collect data from all the academic years of study. A longitudinal study design on academic procrastination would increase the rigor of the research. The institutes should develop different training and educational programs to decline the frequency of procrastination among students and thus improve the performance of students in their academic career.

CONCLUSION

From this study, we conclude that most undergraduate students in Allied health Colleges of RMI depicted higher levels of academic procrastination. Different academic years of study did not influence the level of academic procrastination. However, a positive association was found between gender and academic procrastination, with females having higher levels as compared to males. A negative correlation of academic procrastination was found with academic satisfaction and academic performance.

Conflict of interests: None to declare.

Disclosure: None

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- A. Conception and Planning of the research
- B. Acquisition of data/participation in designing methodology
- C. Interpretation, analysis and discussion
- D. Review of the manuscript