

## A study on procrastination and achievement motivation among young adults during lockdown

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### ABSTRACT

**Aim:** Procrastination is defined as the act of putting off or delaying an action to a later time (Bachrach, 2012). Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount. (McClelland, Atkinson, Clark, & Lowell, 1953). The present study aimed to investigate the level of procrastination and achievement motivation among young adults during lockdown. This study was conducted during the COVID-19 outbreaks; thus, the study helps to understand the level of procrastination and achievement motivation among young adults during this uncontrollable and unpredictable situation, i.e, lockdown. **Methods:** The study was conducted on 100 young adults aged 18 to 24 years, out of which 50 were females and 50 were males, through purposive sampling techniques. Procrastination scale (Lay, 1986), The Achievement motivation scale (John Ray,1990) were used to collect data. Data were analyzed by using independent sample t-test, Pearson product moment correlation. **Result:** Result of the study showed that there is no significant difference in procrastination among young adults across gender. There is no significant difference in Achievement motivation among young adults across gender. There is a significant correlation between procrastination and achievement motivation.

**Keywords:** Procrastination, Achievement Motivation

During the lockdown period many people have high level of procrastination. One reason may be due to lack of achievement motivation. This study helps to understand the relationship between procrastination and achievement motivation among young adults across gender during lockdown. Procrastination is defined as the act of putting off or delaying an action to a later time (Bachrach, 2012). Procrastination refers to wasting time before a deadline. Procrastination has a negative impact on the quality of one's work and is linked to a variety of negative physical and psychological outcomes. Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount. (McClelland, Atkinson, Clark, & Lowell, 1953). Achievement motivation consists of a varied and complex set of assumptions, assessments, predictions, inferences, values, standards, and affective reactions

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Received: October 20, 2020; Revision Received: November 12, 2020; Accepted: November 15, 2020

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that may be irrational, inaccurate, and contradictory. (Dweck & Elliott, 1983). Achievement motivation typically refers to the level of one's motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. Our construct of motivational orientation refers to the type of motivational stance which the child adopts toward classroom learning. Thus, one may engage in schoolwork for intrinsic reasons, because work is challenging, enjoyable, and piques one's curiosity, or alternatively, one may engage in schoolwork for extrinsic reasons, either to obtain external approval or because the educational system requires it. (Harter & Connell, 1984). Young adult is generally a person ranging in age from their late teens or early twenties to their thirties. Young adulthood is a critical period of maturation when stable behavioral style emerge that pave the way for personality traits and related psychopathology in adulthood.

### ***Definition of key terms***

Procrastination is defined as the act of putting off or delaying an action to a later time (Bachrach, 2012).

Achievement motivation consists of a varied and complex set of assumptions, assessments, predictions, inferences, values, standards, and affective reactions that may be irrational, inaccurate, and contradictory. (Dweck & Elliott, 1983).

### ***Relevance of the study***

This study on procrastination and achievement motivation among young adults during lockdown relevant because it tries to comprehend the relationship between procrastination and achievement motivation among young adults during lockdown. This study was conducted to understand whether there is significant relationship between procrastination and achievement motivation among young adults. This study was during covid-19 outbreaks.

## **REVIEW OF LITERATURE**

Mrinmoy Roy (2016), conducted a study on procrastination and achievement motivation among higher secondary students in Nadia district. Study was conducted on 480 higher secondary students. Procrastination Scale of Higher Secondary School Student (PCSHSSS) and Achievement Motivation Scale of Higher Secondary School Student (AMSHSSS) have been used to collect primary data. A.M., S.D, co-efficient of correlation and t-text have been used to analyze the data.

Jasmine Vij and Dr.Hitashi Lomash was conducted a study on Role of Motivation in Academic procrastination. A homogenous group of 200 participants (147 males & 53 females) in the age group of 17-19 years, studying in technical universities were tested for the present study. The data was collected on the principle of simple random sampling. Initially, 400 students were tested for their procrastination level out of which 100 high and 100 low procrastinators were selected for further testing their academic motivation. Procrastination Assessment Scale (PASS) and Academic Motivation Scale (AMS) were used to collect data. Independent sample t-test were used to analyze the data.

Hakan Karatas (2015), conducted a study on Correlation among Academic Procrastination, Personality Traits and Academic Achievement. The study was conducted at Yildiz Technical University, one of the state universities of Turkey. The participants were composed of 475

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undergraduate students, 161 of whom were female and 314 of whom were male. In this research, Tuckman's 16-item Academic Procrastination Scale (APS) was used.

### ***Rationale***

After reviewing of literature researcher found that there is no research related with procrastination and achievement motivation among young adults during lockdown so that researcher is trying to research on this topic. Researcher is hopeful of finding this valuable information so as to enable researcher and others to know some information about young adults.

## **METHODS**

### ***Problem***

Is there any significant difference between procrastination and achievement motivation among young adults across gender?

### ***Aim***

To understand the level procrastination and achievement motivation among young adults across their gender.

### ***Objectives***

1. To study the procrastination and achievement motivation among young adults
2. To study the relationship between procrastination and achievement motivation among young adults during lockdown.
3. To understand the difference between procrastination and achievement motivation among young adults across their gender.

### ***Variables***

**Independent Variable:** Gender

**Dependent Variables:** Procrastination, Achievement motivation

### ***Hypothesis***

1. There will be no significant difference in the level of procrastination among young adults across gender.
2. There will be no significant difference in the level of achievement motivation among young adults across gender.
3. There will be no correlation between procrastination and achievement motivation.

### ***Research design***

The study was a quantitative type and used a correlational design to determine if there is a relationship between procrastination and achievement motivation among young adults during lockdown. The study also adopted a between-group research design to assess the difference in procrastination and achievement motivation among young adults across their gender.

### ***Research sample***

Purposive sampling method was used for study. The study sample was comprised of 100 young adults at age range 18 to 24 years, from different part of Kerala, out of which 50 were females and 50 were males.

The sample belongs to different gender, religious family type, area of residence.

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### *Sampling criteria*

#### Inclusion criteria

1. Willingness of participants through online.
2. Age limit 18 to 24 years.

#### Exclusion criteria

1. Age group other than 18 to 24 years.
2. Excluded those who have psychological problems.

### *Tools*

The following tools were administered Individually to collect required data.

1. Procrastination scale (Lay, 1986).
2. The Achievement motivation scale (John Ray,1990)

### *Procedure*

Purpose of the study was explained to the participants through online and their willingness to participate in the study was ascertained. The socio demographic data sheet, procrastination scale (Lay,1986), The Achievement motivation scale (John Ray,1990) were given to the sample through online with proper instruction one after the other. Responses were collected from the participants. The scoring for the two assessment was done and interpreted according to the manual.

### *Analysis of data*

The collected data were analyzed using following statistical tests. The statistical analysis was carried out using Statistical Package for Social Science (SPSS) version 20 was used for analysis.

1. Mean, standard deviation.
2. Independent sample t-test
3. Pearson product moment correlation

### *Ethical issues*

1. Data collected has been used only for the research purpose.
2. Informed consent of each and every participant was acquired.
3. Confidentiality and of the obtained information have maintained throughout the study.

## **RESULT**

The main purpose of the study is to investigate the procrastination and achievement motivation among young adults. For this purpose, investigator formulated 3 hypotheses. Results are shown in below given table.

*Table 1, Mean, standard deviation and t-test on procrastination and achievement motivation among young adults across gender.*

Variables	Gender	N	Mean	S. D	DF	Sig.(2-tailed)
Procrastination	Male	50	56.7000	6.78609	98	.173
	Female	50	58.9000	9.07396	90.751	
Achievement motivation	Male	50	31.0800	3.62441	98	.213
	Female	50	31.9800	3.54844	97.956	

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Table 1 shows that mean, standard deviation and t-test on procrastination and achievement motivation among young adults across their gender, the result shows that male participants have the mean value of 56.70 in procrastination whereas the female have 58.90. When compared to the male counterparts females have high level of procrastination. Significant value of procrastination is .173 which is not significant at 0.05 level of significant. So, the null hypothesis accepted that there is no significant difference in the level of procrastination among young adults across gender. The male participants have the mean value of 31.08 in achievement motivation whereas the female participants have 31.98. Male and female participants have almost same level of achievement motivation. Significant value of achievement motivation is .213 which is not significant at 0.05 level of significant. So, the null hypothesis accepted that there is no significant difference in the level of achievement motivation among young adults across gender.

Thus, from these results the first and second null hypothesis were accepted which states there is no significant difference in the level of procrastination and achievement motivation among young adults across gender.

**Table 2, correlation coefficient value between procrastination and achievement motivation.**

Variables		Procrastination	Achievement motivation
Procrastination	Pearson correlation Sig.(2-tailed) N	-.222 .026 100	1  100
Achievement motivation	Pearson correlation Sig.(2-tailed) N	1  100	-.222 .026 100

Table 2, shows that the correlation coefficient value between procrastination and achievement motivation, the result shows that the correlation coefficient is -.222 and the significant value is .026 which is significant at the level of 0.05 level of significant, so there is a correlation between procrastination and achievement motivation. So there is a negative correlation between procrastination and achievement motivation and the null hypothesis 3 were rejected.

### Major Findings

1. There is no significant difference in the level of procrastination among young adults across gender.
2. There is no significant difference in the level of achievement motivation among young across gender.
3. There is a negative correlation between procrastination and achievement motivation.
4. Male and female have almost same level of achievement motivation.
5. Female have high level of procrastination as compared to male, but not statistically proved.

### Limitations

1. Sample size was small.
2. The sample collection was restricted only to the state of Kerala.

### ***Implications***

1. Female counterparts have high level of procrastination as compared to male, so we can use some intervention programs.
2. Study shows that there is a negative correlation between procrastination and achievement motivation, so we can help to develop achievement motivation among young.

### **Scope for further study**

1. Further research can be done on larger populations.
2. Qualitative research method can be used for improving the quality of the study.

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### ***Acknowledgement***

The author appreciates all those who participated in the study and helped to facilitate the research process.

### ***Conflict of Interest***

The author declared no conflict of interest.

***How to cite this article:*** Munavara T. & Thomas S. (2020). A study on procrastination and achievement motivation among young adults during lockdown. *International Journal of Indian Psychology*, 8(4), 406-411. DIP:18.01.049/20200804, DOI:10.25215/0804.049