

Research Paper

Academic Procrastination Among College Students Living with Family and Living Away from Family

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ABSTRACT

The objective of the paper is to study the difference in the levels of academic procrastination among students living with family and students living away from family. It was hypothesized that there is a significant difference in the levels of academic procrastination and gender among students living with family members and students living away from family members; The Academic Procrastination Scale (McCloskey, 2011) was used and a sample of two hundred and forty-nine undergraduate students (n=249) of the age group 18-24 was taken with 152 students living with family (M=66, F=86) and 97 students living away from family (M=37, F=60). Data was gathered through the use of online form submissions and was analysed with the help of SPSS software. According to the findings of the study, living status does not have a significant effect on academic procrastination but gender is seen to have a significant impact on the same. Furthermore, there is no interaction effect observed between living status and gender. The present study has implications for teachers, parents and university administration in terms of structuring various motivation strategies and teaching pedagogy.

Keywords: *Academic Procrastination; Living Status; Gender; Distance learning; Online classes; Covid-19.*

Procrastination can be defined behaviorally as the act of postponing initiating or doing work that is necessary to complete a task that one intends to complete within a specific timeframe. Procrastination involves unnecessary and unwanted delay, be it decisional, implemental, or lack of timeliness (Lay, 1986; McCown et al., 1989; Mann et al., 1997; Steel, 2010). The term “student procrastination” has been used interchangeably with the term “academic procrastination”. The relationship between procrastination and academic performance has been examined in a large number of studies. Procrastination is known to be prevalent within academic contexts. As detected in a study conducted by Klassen et al. (2008), it took longer for procrastinators to begin important assignments. In addition, they

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The Rise of Neo-Fascism in Today's World: A Qualitative Analysis

were less confident in their capability of regulating their own learning that resulted in lower class grades and lower GPAs.

The role of gender in procrastinatory behavior has been explored in a number of studies. In a study conducted by Özer et al. (2009), significant gender difference was found, with men procrastinating more (2009). Van Eerde (2003) detected only a weak relationship between gender and procrastination, with men showing procrastinatory behaviors slightly more than women. Similarly, Steel (2007) found that men procrastinated slightly more than women did, yet, the difference was not significant. In their study, performed with Turkish participants, Klassen and Kuzucu (2009) concluded that adolescent boys were more likely to spend their time with electronic media while girls were most generally expected to read books, magazines and newspapers.

Although procrastination is generally accepted as a detrimental tendency, not all researchers focus on the negative aspects of procrastinatory behavior. Chu., Choi. (2005) in their classification of procrastinators as active and passive displays a different approach to the perception of procrastination. They stated that, while passive procrastinators tend to postpone tasks without originally intending to do so, active procrastinators defer tasks intentionally since they work better under pressure.

The advent of the COVID crisis has had some transformational changes in the education system. With an increase in the number of online classes, most of the students were home bound with family while having regular online classes and those who couldn't make it to their homes resorted to study from their own facilities. Being back with family while having classes as the new set normal had its own new effects on the whole academic pattern of the students but a few students who were still living without family during the pandemic had to invariably face a lot of hardships. This paper aims to understand the difference in the level of academic procrastination with students living with family and living away from family.

METHODS

Hypothesis

There is a significant difference in the levels of academic procrastination and gender among students living with family members and students living away from family members. The Research conducted has two independent variables which are living status and gender. The independent variables are further divided into two. The two living arrangements are living with parents and living away from family. The two genders considered for this study were, male and female. The research design used for analysis was a two-way ANOVA to study the difference in academic procrastination among the groups.

Sample

The sample consists of full-time UG college students living with and away from family belonging to the age range of 18-25. The proposed sample size was 120 and the sample size collected in this study was 249 of which 152 students were living with family (M=66, F=86) and 97 students (M=37, F=60) were living away from family. Convenience sampling, purposive sampling and snowball sampling were used in the study.

Academic Procrastination Scale (McCloskey, 2011) - It is a 25 Item scale. Items are rated on a five point likert self-assessment scale. It ranges from 1 to 5 in which 1 = Disagree and 5 = Agree. The scores are computed by calculating the total of scale responses. The APS exhibited greater reliability and internal consistency, $\alpha = .94$, as compared to the four other

The Rise of Neo-Fascism in Today's World: A Qualitative Analysis

scales. The APS also exhibited ample convergent validity and was significantly correlated with the other scales (Tuckman Procrastination Scale, General Procrastination scale, Procrastination Assessment scale for students, Active Procrastination Scale).

Procedure

Questionnaires were circulated through Google Forms for the collection of data using both the methods of Purposive sampling and snowball sampling. Informed consent of the participants was taken and confidentiality was briefed. Two-Way ANOVA was employed to study the difference in academic procrastination among the groups.

RESULTS

The current study involved 249 undergraduate students of the age range 18-24 years with the aim to study the difference in the levels of academic procrastination among students living with family (M=66, F=86) and away from family (M=37, F=60), which was evaluated with fairly equal representation of males and females.

Table 1. Shows the descriptive statistics of academic procrastination of the sample

Variable	N	Mean	SD	Skewness	Kurtosis
ACP	249	75.37	15.004	0.093	-0.447

Table 1 shows the Mean, standard deviation, skewness and kurtosis of academic procrastination. The mean of the total sample (N=249) is M=75.37 with the standard deviation of S. D=15.004. The skewness of the total sample is 0.093 and the kurtosis is -0.447, falling between -1.96 to 1.96. Therefore, the data falls under normal distribution curve and have symmetric skewness with a mesokurtic kurtosis.

Table 2. Descriptive statistics of the variables

Dependent variable	Independent variable	gender	N	Mean	SD
Academic Procrastination	Living with family	Male	66	80.35	14.006
		Female	86	73.87	14.179
	Away from family	Male	37	77.92	14.066
		Female	60	70.48	16.138

Table 2 shows the descriptive statistics for students living with family, the mean and standard deviation for males (N=66) is M= 80.35, SD= 14.006 and for females (N=86) it is M=73.87, SD= 14.179 respectively.

For students living away from family, the mean and standard deviation for males (N=37) is M= 77.92, SD= 14.066 and for females (N=60) it is M= 70.48, SD= 16.138 respectively.

Table 4 Test of between-subject effects

Dependent Variable	Source	df	F	Sig.
Academic Procrastination	Living Status	1	2.249	0.135
	Gender	1	12.859	0.001
	Living Status*Gender	1	0.061	0.805

From table 4 it is observed that the main effects of living status on academic procrastination with (df=1, F=2.249) the significance is $p=0.135$. Since $p=0.135 > p=0.05$, we reject the first hypothesis which states there is a difference between the levels of academic procrastination among people living with family and living away from home.

The difference between academic procrastination among the two genders with (df=1, F=12.859) is $p=0.001$ since $p=0.001$ is lesser than $p=0.05$ we retain the hypothesis which states that there is a difference between the levels of academic procrastination among males and females.

The interaction between gender and living status with (df=1, F=0.061) the significance is $p=0.805$ which is greater than $p=0.05$ indicating that the interaction between living status and gender is not significant.

DISCUSSION

The present study was conducted to compare the levels of academic procrastination among students living with family and students living away from family. This in line with findings of this study showed living status does not have a significant effect on academic procrastination. There was also a significant negative correlation between the authoritarian and authoritative parenting style scores for those who were financially dependent (Reynolds, J. P. (2015)).

Findings of the study show that gender has a significant impact on the level of academic procrastination which is in line with previous results indicated by Bashir, L., Gupta, S. (2019) which reveal that there exists a significant difference between male and female university students in their academic procrastination; there exists a significant difference between male and female university students in their academic performance. Gender has emerged as a significant predictor of procrastination and males were found to be higher on procrastination and perfectionism than females (Shahnawaz (2016))

Furthermore, there is no interaction effect observed between living status and gender as it is seen from the results that males, both living with family and living away from family, have higher levels of academic procrastination than females living with family and living away from family. The higher levels of procrastination in men could be a result of their laziness and fear of failure. In addition, studies have revealed that men who were often extrinsically motivated and dissatisfied with the given assignments were more likely to procrastinate as compared to women. Despite the fact that women also procrastinated with reasons such as the need to produce perfect work (perfectionism) and thus put off starting the assignment given in effort to protect their academic ability if outcomes were unpleasant, women still procrastinated lesser than men and completed their tasks with regards to potential compensations provided by educators (Brownlow & Reasinger, 2000). Another reason as to why females are found to be procrastinating less than men is that in a collectivistic culture female in academic settings might be expected to be more successful on their academic

tasks. Because they are dependent on the traditional segment of Turkish society, it might be difficult for them to express their individualistic concerns (Karakitapoğlu & İmamoğlu, 2002). In terms of the behaviors and the role, females are subject to stricter control (Yıldırım, 1997) which may bring them to have more responsibility in the school. However there has not been a significant impact of living status on the levels of academic procrastination of the students as in both the conditions, the students had to accomplish certain chores and responsibilities in their respective environments. To help the students cope with academic procrastination, schools should add various workshops on time management, problem solving strategies and concentration/focus training programs which can be implemented in addition to other psychoeducational workshops.

Finally, a number of caveats need to be noted regarding the present study. The current findings are limited by the use of a cross sectional design. Future research should be carried out to clarify gender differences in the associations between academic procrastination, academic performance and satisfaction academic life satisfaction by using longitudinal methods. Another limitation related to the present study is that the data in this study were collected only through self-report measures. In their meta-analyses study, Kim and Seo (2015) have reported that the relationship between procrastination and academic performance is influenced by the nature of performance indicators and the choices of procrastination measures. Further research could be conducted by using different performance indicators and procrastination measures can help a better understanding of the gender differences in the association between academic procrastination, academic performance, and satisfaction with academic life.

CONCLUSION

From the study we can conclude that living status does not have a significant effect on academic procrastination and there is no interaction effect observed between living status and gender but gender has a significant impact on the level of academic procrastination. These findings suggest that male students are more at risk of procrastination, achieving lower grades, and being dissatisfied with academic life. College psychologists and counselors should develop intervention programs especially targeting male students. Psychoeducational workshops could be offered specifically to males to help them gain skills to cope with their dilatory behavior. In addition, by understanding the impact of gender over living status on academic procrastination the students, guardians and mentors can be made aware of their role in improving the self-efficacy of the students and in turn reduce academic procrastination.

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The Rise of Neo-Fascism in Today's World: A Qualitative Analysis

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Conflict of Interest

The author(s) declared no conflict of interest.

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