

## Exploring the Relationship between Academic Motivation and Procrastination among Psychology Students

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### ABSTRACT

This research aims to investigate the correlation between academic motivation and procrastination among psychology students. A sample of 102 psychology students (81 female, 21 male) participated in the study. Participants completed self-report measures including the Procrastination Scale (PS Lay, 1986)- for student population and the Academic Motivation Scale (AMS-C; Vallerand et al., 1992) college version. Data were analyzed using Spearman rank correlation coefficient and Mann-Whitney U test. The study revealed a significant negative correlation between academic motivation and academic procrastination among psychology students. Specifically, higher levels of academic motivation were associated with lower tendencies to procrastinate. Gender differences were found in intrinsic motivation to accomplish, with females demonstrating higher levels. The findings indicate that psychology students, despite their understanding of human behavior, are still susceptible to procrastination when their academic motivation wanes. Strategies to enhance intrinsic motivation and address external factors influencing motivation may help mitigate procrastination tendencies. The study highlights the importance of tailored interventions to enhance motivation and reduce procrastination among psychology students. Educators and policymakers can use these insights to develop targeted approaches to support students in managing their academic tasks effectively.

**Keywords:** *Academic Procrastination, Academic Motivation, Psychology Student*

In the bustling world of academia, where deadlines loom and academic responsibilities abound, the phenomenon of procrastination is one that often surfaces among students. Procrastination, characterized by the delay of tasks despite knowing the negative consequences, has long been a subject of interest and concern within educational psychology (Prem, et.al 2018). On the flip side, academic motivation, the driving force behind a student's engagement and persistence in academic tasks, stands as a pivotal factor in determining academic success and achievement.

Academic procrastination is one of the most common and easily researched types of procrastination. Academic procrastination is the propensity to postpone or delay actions and behaviors linked to education. Students of all ages engage in academic procrastination,

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Received: April 11, 2024; Revision Received: June 27, 2024; Accepted: June 30, 2024

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regardless of whether they are in elementary school or working towards a degree or other form of educational goal. However, studies have indicated that procrastination is a very typical behavior among college students (Schraw et al., 2007).

Procrastination has been described as a "dysfunctional delay" by some academics (Steel, 2010, p. 929). Such a delay may result from a person's attitude or personality traits, such as initiative, in addition to social or situational factors. According to Mish (1994), initiative is the general readiness or capacity to start or complete tasks with vigor. A student who lacks initiative won't have the motivation to finish a work or project by the deadline. Caruth & Caruth (2002) identified a lack of drive or self-initiative as a contributing factor to procrastination. Students who are driven tend to perform better academically.

Students who are intrinsically motivated to finish their coursework also tend to be less tardy. According to Conti's (2000) research, students who have internal motivations for finishing their academic work tend to procrastinate less than those who have external motivations. According to research by Carden, Bryant, and Moss (2004), students who are internally oriented tend to put off academic work less than those who are externally oriented. Internal motivation is the most common term for personal initiative. Consequently, it is suggested that students who have a strong sense of self-motivation and an innate desire to finish their coursework tend to put off finishing it later.

The drive to succeed is known as motivation, and it can come from the outside or the within. One of the most significant sources of power that influence how students behave during the teaching and learning process is motivation. Motivation is a topic that may be both helpful and detrimental. It is intriguing since practically everything a person does is motivated by it (Gottfried, 1990). Numerous studies have been conducted on motivation in schooling and other domains. Given the complexity of motivation as a psychological phenomenon, it is not surprising that there isn't a single, comprehensive theory or definition of motivation (Collins & Amabile, 1999; Gokbel & Alqurashi, 2018; Isaksen, Treffinger, & Dorval, 2011; Kara, 2020; Keskin, Akcay, & Kapici, 2020; Zimmerman, 2008). Numerous theoretical vantage points, including behavioral (Skinner, 1978), social (Bandura, 1997), cognitive, and humanistic, have been used by researchers to examine motivation.

Intrinsic, extrinsic, and amotivation motivation are the three various types and levels of motivation. Extrinsic motivation, on the other hand, refers to people who engage in tasks because they are motivated by outside reinforcements or rewards, such as money, power, fame, or popularity (Alan, 2019; Trevino & DeFreitas, 2014). Intrinsic motivation is the desire to engage in a task derived from an individual's interest or pure pleasure. According to SDT, students' perception of how well academic activities fulfill their psychological needs influences their academic engagement, which is a manifestation of academic motivation in the form of participation in learning activities or academic tasks. Students that are motivated, especially internally, are more likely to participate in activities that meet their requirements (Sünbül, Kesici, & Bozgeyikli, 2003a).

College students' diverse results are said to be influenced by characteristics such as academic motivation and engagement (Allen et al., 2008; Chen & Lu, 2015; Roksa & Whitley, 2017; Trolan et al., 2016). According to Hulleman et al. (2016), academic motivation is the desire or interest of the student to participate in their education and their school experience. Academically motivated young people typically view education as

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valuable, enjoy learning, and take pleasure in learning-related activities, according to research (Eccles & Wigfield, 2002; Larsen & Puck, 2020; Zimmerman, 2000, 2008).

Among psychology students, these dynamics take on added significance. As individuals studying the intricacies of human behavior and cognition, psychology students may possess a unique insight into their own motivational and procrastinatory tendencies. Their understanding of psychological processes can shed light on the underlying mechanisms driving both academic motivation and procrastination, offering valuable insights for educators and psychologists alike.

### ***Academic motivation***

Academic motivation is influenced by gender, with females more likely to develop intrinsic forms of motivation (Khalid & Rahman, 2023). Findings revealed different models for males and females. For females, perception of control was predicted by parental warmth and supervision. For males, only parental warmth was a significant predictor of perceptions of control. Perception of control predicted grade point average for both males and females. Parenting probably influences the development of motivational beliefs during childhood and adolescence and these beliefs continue to be important into the college years (Fulton & Turner, 2008). Additionally, the relationship between intrinsic motivation and academic achievement is stronger for female students than for males (Muhammad, Siddique & Jabeen, 2023).

Another study showed a significant correlation between academic motivation and student learning, indicating that motivation improves learning outcomes (Haro, Berrios et.al, 2022). Furthermore, self-efficacy and resilience have been identified as important components of academic motivation, with higher levels of self-efficacy and resilience being linked to higher academic motivation in online education (Abdolrezapour & Ghanbari, 2023). Another study revealed that individuals who are intrinsically motivated to learn do so for the pleasure of learning, rather than for external rewards while those who are extrinsically motivated to learn, are motivated to learn for external rewards that learning will bring. Also, students with high academic motivation are more likely to have increased levels of academic achievement and have lower dropout rates (Singh, 2011).

Research also showed that those who were intrinsically motivated to attend college tended to be extroverted, agreeable, conscientious, and open to new experiences, although these trends varied depending on the specific type of intrinsic motivation. Those who were extrinsically motivated tended to be extroverted, agreeable, conscientious, and neurotic, depending on the type of extrinsic motivation. Those who lacked motivation tended to be disagreeable and careless. These results suggested that students with different personality characteristics have different reasons for pursuing college degrees and different academic priorities (Clark & Schroth, 2010).

Another research indicated that positive academic motivation is important for college students to obtain higher academic engagement and achievement, which has significant implications for college students (Zebing, 2019). Additionally, it is also found that perceived social support might indirectly influence psychological well-being through mediating role of academic motivation. The perceived social support explained 13 % of the academic motivation variation, and academic motivation predicted 37 % of variation in psychological well-being (Emadpoor, Lavasani & Shahcheraghi 2016).

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Several studies have shown that intrinsic motivation, such as interest, enjoyment, and goal orientation, as well as extrinsic motivation, including rewards, punishment, feedback, and recognition, can influence students' performance in various subjects, including English (Cepeda-González, Villarreal-Soto et.al 2023). Additionally, academic self-concept and curiosity have been identified as motivational aspects that are associated with learning strategies and performance in mathematics (Gronofillo 2023). Family support, trait emotional intelligence, and academic self-efficacy have also been found to play a role in predicting academic performance, with intrinsic motivation and competence acting as mediators in this relationship (Wild & Neef 2023). Furthermore, research has shown that academic motivation is a strong predictor of academic performance in adolescents, explaining a significant amount of variance in their performance (Sanchez-Ruiz, Chatila, et.al 2023). Overall, these findings highlight the importance of fostering and supporting academic motivation in order to enhance students' academic performance.

### *Academic Procrastination*

Academic procrastination has been found to have a negative impact on students' academic performance (Bhat & Jan 2023), (Pestana, & Codina 2023). Several studies have shown a significant correlation between academic procrastination and lower academic achievement (Goher, & Batool 2022). It has been observed that students who procrastinate more tend to have lower final scores (Santos, Villarama et.al 2022). Additionally, academic procrastination has been found to be positively correlated with academic stress. This suggests that as stress levels increase, students are more likely to engage in procrastination behaviors, which in turn can further hinder their academic performance.

Academic anxiety and academic procrastination are closely related. Several studies have found a positive relationship between academic anxiety and academic procrastination in students (Sari, & Hazim 2023), (Sudirman, Reza et.al 2023). Factors such as fear of failure, perfectionism, and lack of time management contribute to academic procrastination (Rahimi, Hall & Sticca 2023). Additionally, emotions such as anxiety, guilt, and boredom have been found to influence procrastination, and procrastination can also influence these emotions over time (Pravita & Kuswando 2022). Writing anxiety specifically has been found to impact students' thesis completion and their ability to self-regulate while writing (Ragusa, González-Bernal et.al 2023). On the other hand, academic self-regulation has been found to negatively predict procrastination, while resilience has a protective influence on academic stress and anxiety.

Research has shown that there are significant differences between male and female students in terms of academic procrastination (Khan, Iqbal & Ahmad 2023). However, one study found no meaningful relationship between male and female academic procrastination among postgraduate students. Additionally, a study on high school students found that the level of academic procrastination was moderate for both genders (Kurniadin, Rukanda, & Irmayanti 2023). These findings suggest that gender can play a role in academic procrastination, but the extent of this relationship may vary depending on the educational level and context.

Jin Kuan Kok (2016) examined the relationship between academic procrastination and the motivational aspects of self-regulation. The Procrastination Assessment Scale for Students (PASS) and the Academic Motivation Scale – College (AMS-C 28) were used for the measurement of the variables. Results indicated that there was a significant negative correlation between academic procrastination and intrinsic motivation. A significant positive

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correlation was found between academic procrastination and extrinsic motivation. (Munavara & Thomas 2020) investigated the level of procrastination and achievement motivation among young adults during lockdown. This study was conducted during the COVID-19 outbreaks. Results of the study showed that there was no significant difference in procrastination among young adults across genders. There was no significant difference in Achievement motivation among young adults across genders. There was a significant correlation between procrastination and achievement motivation.

One research finding revealed that academic procrastination was inversely proportional to self-efficacy, which means that, the more Academic procrastination will be, the less will be the self-efficacy or vice versa. It was also found that there was a significant difference in the academic procrastination and self-efficacy of adolescent boys and girls (Mir & Sivakumar October 2023). Academic procrastination and academic motivation are closely related. Several studies have found a negative relationship between achievement motivation and academic procrastination (Xhakolli & Hamzallari 2023). Additionally, the lack of time management, perfectionism, and fear of failure have been identified as psychological factors contributing to academic procrastination (Oram & Rogers 2021).

### METHODOLOGY

#### *Sample*

This study aims to discover the relationship between academic motivation and academic procrastination among psychology students. A total of 102 psychology students (81 female, 21 male) participated in this study. Participants are recruited through a purposive sampling method by approaching students enrolled in introductory psychology courses. All participants are aged 18 years or older and reported being currently enrolled in at least one psychology course.

#### *Instruments*

Two measures were used in this study,

- 1. Academic Motivation Scale:** The Academic Motivation Scale (AMS-C; Vallerand et al., 1992) college version is a 28-item self-report measure used to assess intrinsic and extrinsic motivation for academic achievement. Scores on the AMS subscales range from 7 to 35, with higher scores indicating stronger motivation.
- 2. Procrastination Scale – for students:** The Procrastination Scale (PS Lay, 1986)- for student population is a 20-item self-report measure used to assess the tendency to procrastinate on academic tasks. Scores on the procrastination range from 20 to 100, with higher scores indicating greater procrastination.

#### *Procedure*

To collect data, students are approached during their psychology classes and invited to participate in the study. After providing informed consent, participants completed the 20-item Academic Procrastination Scale and 28-item Academic Motivation Scale through both online and offline mode. Participation was voluntary and anonymous. The instructions were mentioned in the form explicitly to avoid any confusion.

### RESULTS

Demographic characteristics of the sample, such as gender and age as well as demographic characteristics of the variable scale items, are taken into consideration in order to give a

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complete picture of the data for each of the factors and to enable appropriate interpretation of pertinent results.

The spearman rank correlation is used to analyze the correlation between academic procrastination and academic motivation (including intrinsic motivation to know, intrinsic motivation to accomplish, intrinsic motivation to experience stimulation, extrinsic motivation to be identified, extrinsic motivation- introjected, extrinsic motivation- external regulation and amotivation). The study done on 102 psychology students found that Academic Procrastination is significantly correlated with intrinsic motivation to know (-0.294), intrinsic motivation to accomplish (-0.308), intrinsic motivation to experience stimulation (-0.263), extrinsic motivation- identified (-0.315) and motivation (-0.423) at 0.01 level. Also, it is significantly correlated with extrinsic motivation- external regulation (-0.246) at 0.05 level. Academic motivation is significantly correlated with intrinsic motivation to know (0.630), intrinsic motivation to accomplish (0.835), intrinsic motivation to experience stimulation (0.786), extrinsic- identified (0.626), extrinsic motivation-introjected (0.771), extrinsic motivation- external regulation (0.696) at 0.01 level. In addition to that, gender, and intrinsic motivation to accomplish (0.232) are significantly correlated at 0.05 level.

**Table 1.1**

Table 2 - Mean, Standard Deviation and Intercorrelation												
Sr.No.	Variables	Mean (S.D.)	1	2	3	4	5	6	7	8	9	10
1	Gender	0.406	-									
2	Academic Procrastination	10.6	-0.108	-								
3	Academic Motivation	22.44	0.112	-0.179	-							
4	Intrinsic-to know	4.589	0.128	-0.294**	0.63**	-						
5	Intrinsic-to accomplish	5.043	0.232*	-0.308**	0.835**	0.61**	-					
6	Intrinsic- to experience stimulation	4.814	0.022	-0.263**	0.786**	0.643**	0.701**	-				
7	Extrinsic- identified	4.646	0.172	-0.315**	0.626**	0.725**	0.62**	0.569**	-			
8	Extrinsic- introjected	5.486	0.081	-0.07	0.771**	0.317**	0.622**	0.45**	0.295**	-		
9	Extrinsic- external regulation	4.732	0.165	-0.246*	0.696**	0.473**	0.562**	0.374**	0.69**	0.495**	-	
10	Amotivation	6.654	-0.139	0.423**	0.027	-0.438**	-0.234*	-0.122	-0.546**	0.085	-0.249*	-

Note(s). \*p<.05, \*\*p<.01

Mann-Whitney U test was used to assess if there is a statistically significant difference between two groups (Males and Females). It is found that the null hypothesis is retained for academic procrastination (P= 0.280), academic motivation (P= 0.258), intrinsic motivation to know (P= 0.198), intrinsic motivation to experience stimulation (P= 0.824), extrinsic motivation-identified (P= 0.85), extrinsic motivation- introjected (P= 0.418), extrinsic motivation- external regulation (P= 0.100) and for amotivation (P= 0.165). The null hypothesis is rejected for intrinsic motivation to accomplish (P= 0.20).

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**Table 1.2**

sr.no	Null Hypothesis	Test	Sig	Decision
1.	The distribution of Academic Procrastination, Academic Motivation, intrinsic motivation to know, intrinsic-to experience stimulation, extrinsic-identified, extrinsic- introjected, extrinsic- external regulation and motivation is same across categories of Gender	Independent-samples Mann Whitney U Test	0.280, 0.258, 0.198, 0.824, 0.085, 0.418, 0.100, 0.165	Retain the null hypothesis.
2.	The distribution of intrinsic motivation is same across categories of Gender	Independent-samples Mann Whitney U Test	0.020	Reject the null hypothesis.

### **DISCUSSION**

The purpose of the research is to study the relationship between academic motivation and academic procrastination among psychology students. The study focused on understanding the correlation between the independent variable, academic motivation, and the dependent variable of the study, academic procrastination. The demographic factors were age and gender. The Procrastination Scale (PS Lay, 1986) and The Academic Motivation Scale (AMS-C; Vallerand et al., 1992) were used.

In this study, it is found that the null hypothesis is rejected, and the results indicate that there is a statistically significant negative correlation between academic motivation and academic procrastination among psychology students. This suggests that as academic motivation increases, procrastination tendencies decrease among psychology students. The results align with previous research conducted in the general student population. For instance, Conti (2000) found that students with stronger internal motivations for academic work procrastinate less compared to those driven by external factors. Similarly, Carden, Bryant, and Moss (2004) reported that intrinsically oriented students procrastinate less on academic tasks.

This study delves deeper by specifically examining psychology students. Given their understanding of human behavior and cognition, one might expect them to be better equipped to manage their own motivational states and avoid procrastination. However, the findings suggest that theoretical knowledge may not always translate into practical application. Psychology students, despite their unique skill set, are still susceptible to procrastination when their academic motivation wanes. The significant negative correlations between academic procrastination and various dimensions of motivation further strengthen the core finding. Specifically, negative correlations were observed with intrinsic motivation to know (knowledge acquisition), intrinsic motivation to accomplish (task completion), intrinsic motivation to experience stimulation (engagement), extrinsic motivation-identified (personal value), and amotivation (lack of motivation).

These findings are consistent with prior studies like Jin Kuan Kok (2016) who reported a negative correlation between intrinsic motivation and procrastination. The study expands upon this knowledge by demonstrating similar trends across various motivational

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subcategories. This reinforces the notion that students who find academic pursuits inherently interesting, valuable, and stimulating are less likely to procrastinate. The study also yielded interesting insights regarding gender and motivational differences. A significant correlation was found between gender and intrinsic motivation to accomplish, with females demonstrating higher levels. This finding aligns with research by Khalid & Rahman (2023) who reported females to be more prone to developing intrinsic forms of motivation. These results suggest that female psychology students may be more intrinsically driven to achieve academic success compared to their male counterparts.

However, it is important to note that the Mann-Whitney U test did not reveal significant gender differences in overall academic procrastination or other motivational subcategories except for intrinsic motivation to accomplish. This aligns with studies like Munavara & Thomas (2020) who found no significant differences in procrastination levels based on gender.

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### ***Acknowledgment***

First and foremost, I want to express my gratitude to God for providing me with the health I needed to finish the report. Writing this paper served as both a therapeutic and educational exercise. In addition, I would like to thank Dr. Annie Khanam for her assistance in finishing this study. In addition, I would want to express my gratitude to all the faculty members that assisted me in comprehending the statistics and psychology principles necessary for me to successfully finish my report. I also want to express my gratitude to my friends, family, and other well-wishers for their unwavering support and attention in helping me finish my report.

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

The author declared no conflict of interest.

***How to cite this article:*** Akhtar, S. & Khanam, A. (2024). Exploring the Relationship between Academic Motivation and Procrastination among Psychology Students. *International Journal of Indian Psychology*, 12(2), 4884-4895. DIP:18.01.437.20241202, DOI:10.25215/1202.437