

Relationship between Personality Traits and Academic Procrastination

Dr. Priyanka Pathak

Assistant Professor, P. G. Department of Psychology, Veer Kunwar Singh University, Ara, Bihar, India
Email ID: priyankapathak456[at]gmail.com

Abstract: *Every single human being either working or non working must total various errands amid a day for a successful execution, but for certain reasons completion of these required errands is regularly deferred. This common inclination of postponing or delaying various assignments is referred as procrastination. Procrastination is respected as a behavioral problem that can be harmful for procrastinator's mental, physical, and financial well - being, as well as to other people that count on him or her. Procrastination rules all areas of behaviour action but the foremost common frame is academic procrastination which happens in the academic settings. Academic procrastination is an irrational tendency to delay at the starting or completion of an academic task. Personality refers to as the set of psychological traits and component inside the person that are organized and generally persevering which impact his/her interaction with and adoptions to the interpsychic physical and social environment. Academic procrastination and personality traits are regarded as vital factors influencing academic success and attitudes in education process. Most research on procrastination and personality has been great extent conducted on students. Studies depict that procrastination has an influence on the personality factors of the individual as well as his/her academic accomplishment and psychological well - being. The present study examines the association between academic procrastination and personality of an individual. The association between personality and the academic procrastination are important issues for academic settings. In spite of the fact that personality is being considered as an important factor influencing academic procrastination in the previous studies. Further research is required with bigger students' populations in different education levels or grades.*

Keywords: procrastination, academic procrastination, personality traits

1. Introduction

Procrastination is known as a human misery which is least understood. Most of the people confronting procrastination in daily routine tasks that have to be completed by a specific deadline. Lay (1986) defined procrastination as the tendency to postponed initiation or fulfillment of important tasks. In procrastination, an individual put off tasks to the point of discomfort (Solomon and Rothblum 1984). It is very common phenomenon in academic setting and adversely affects academic success of students. According to Schouwenberg and Lay (1995) procrastination in academic settings involves late assignment submission, delayed in writing paper, returning books past the date in the library and wasting time by doing different activities. Academic procrastination indicates the delay in academic activities in education setting. In academic procrastination, students overlook their academic responsibilities and postpone academic task during the entire course of studies. Stress is also a very important factor in academic procrastination. Senecal et al., (1995) defined academic procrastination comprises of deferring academic studies considers until a moment when intensive stress is experienced by individual.

Academic procrastination particularly affects the achievement of students by disrupted the learning process. It is appears at different levels of education like high school, college, and universities. Studies show negative relationship between procrastination and self - esteem, learning, achievement and self - esteem (Ferrari, 2001) and self - efficacy (Katz et al.2014). Most of the people suffering from academic procrastination, but the quantity are different; some people extremely procrastinate in academic tasks, others are less procrastinating. It depends on personality of individual which is differing individual to individual.

Personality refers to our thoughts and behavior shapes our personality and makes us successful persons in various areas. It involves consistent patterns of cognition, effect, and behavior. Hogan et al., (1996) define personality as stable individual difference characteristics explaining an individual's disposition to particular patterns of behavior, cognitions, and emotion. It is an essential individual ability associated with individual well - being and mental health (Ozer & Benet - Martínez 2006). McGeown et al., (2014) define personality as a set of basic traits that regulate how an individual generally behaves, thinks, and feels. It plays a prominent role in spell out educational attainment and academic achievement (Poropat 2009). Hence, academic activities at school during adolescence can play vital role within the development of personality by giving learning opportunities and situational needs that shape personality (Bleidorn 2012; Roberts 2006).

Most of the researches identified personality traits on five broad and distinguishable domains (neuroticism, extraversion, agreeableness, conscientiousness, openness to experience) over a lifetime (Roberts & Del Vecchio 2000). This is called Five - Factor Model of personality given by McCrae and Costa (1987). Many researchers define personality traits, in terms of five - factor model, because it is the best way to measure personality trait. (McCrae & Costa 1999). Each trait provides specific qualities and dimension in which people differ. Extraversion involves social orientation, highly active in external world with positive emotion. Agreeableness consists of trust, altruism, friendly compliance and nurturance. Conscientiousness has characterized by persistence, self - control, and dependability. Neuroticism is characterized by negative emotions, moodiness, loneliness, worried, anger and frustration etc. On the other hand Openness to experience

Volume 10 Issue 9, September 2021

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

involves new and unique ideas and views, intellectuality, and affection for varied sensations (Costa & McCrae 1995; Furnham 1997).

2. Significance of the Study

Procrastination is not a new phenomenon, but it is a well-known concept with cognitive, affective and behavioral component. Every day we face procrastination in our daily life. In procrastination, intentionally postponement of the task occurs with awareness of its negative consequences. Procrastination is very common in the academic setting and affects the overall academic performance of students. It is known as academic procrastination in which students postpone the different type of academic task like writing assignment, filling the forms, etc. It affects self - efficacy, self - control, and self - discipline as well as overall personality of the students. Academic procrastination makes learning and achieving academic success difficult. Every student is different and procrastinates in different way or quantity. A Personality plays a crucial role in academic success and an important individual resource in academic settings. Academic procrastination and personality are depend upon each other and influences academic achievement. In this study explore how academic procrastination related to personality and which personality traits positively and negatively related to academic procrastination.

Generally, it is assume that academic performance is related to different psychological processes such as thinking process, motivation, emotional regulation and social orientation, etc. which is strongly related to personality. It is exceptionally conceivable that personality traits play an imperative part in learning and education (De Raad & Schouwenburg 1996). In like manner, in recent years, most of the researchers often used five factor modal to set up relation between college execution and personality traits (Chamorro - Premuzic & Furnham 2003; Paunonen & Nicol 2001) and investigating the link between personality traits and academic accomplishment or performance in university settings (Busato et al.1999; Furnham & Medhurst 1995).

Procrastination, Academic Procrastination and Personality Traits

Academic procrastination is a common and passive form of procrastination. It develops delaying tendencies among students and makes them passive and lazy. In academic procrastination, students feel hesitation to start or maintain the task or assignments due to anxiety, fear of failure, and perfectionism, etc. Many studies supported the theory that academic procrastination closely related to the positive and negative personality traits or aspects. Studies suggested that positive personality traits naturally promote academic learning so it is connected with academic attainment (Medford & McGeown 2012; Poropat 2009). A few past findings shown the highly significant correlation between the Big Five personality traits and academic performance (Steel, 2007; Eerde, 2003; Furnham, Nuygards & Chamorro - Premuzic, 2013) and most of the study related to personality traits and academic performance is usually operate on the bases of Five - Factor Model of personality. In a study conducted by Komarraju et al. (2009) reveal that

Big Five factor of personality emerge as significant predictors of academic achievement or grade point average (GPA). He found that more open, conscientious, neurotic, agreeable, wish to achieve higher GPAs. It is additionally found that particular aspects of personality, such as sociability, emotional stability, and coarseness have critical impact on academic achievement (Duckworth et al., 2007).

Procrastination and neuroticism are known as negative traits and positively related with each others. Johnson and Bloom (1995) conducted a study on university students to explore the relationship between neuroticism and conscientiousness and procrastination. They found that neuroticism and conscientiousness are strongly linked to procrastination. Neuroticism is positively correlated with procrastination, particularly the basic aspects of impulsiveness and vulnerability, area critical indicator of procrastination. In a study, Watson (2001) found that neuroticism includes depression and self - consciousness like traits and these are could be a strong predictor of procrastination. In another study McCown et al., (1987) revealed that people with high neuroticism having high procrastination scores because a curvilinear relationship between procrastination and neuroticism were found in study. McCown and Johnson (1991) also investigated that neuroticism is associated to total hours studying and overall procrastination scores, in conjunction with high anxiety and lack of confidence in one's ability to prepare. Consider moreover revealed that neuroticism was emphatically and significantly related with academic procrastination.

Neuroticism is related to academic performance inversely. It negatively affects classroom performance. It is a significant predictor of academic activities like preparation for exam, preparation for last year projects and results. Similarly previous literature reveals that neuroticism not only affect academic performance in examination but other activities also (Blickle 1996; Busato et al.2000). It reduces academic performance and presence in the classroom etc. Spinath et al., (2010) found that neuroticism and conscientiousness plays important role in mathematics achievement. As well, neuroticism is also significant predictor of grades related to science, mathematics, science as well as with foreign language also, but not related to mother tongue language grades (Furnham & Monsen 2009; Gilles and Bailleux 2001).

Conscientiousness, regarded as important predictor of academic achievement and success (Ziegler et al., 2010). It found to be positively and consistently predicts performance in exams as well as GPA (Chamorro - Premuzic & Furnham 2003; Busato et al.2000). Researches shows that that students with higher conscientiousness tend to have higher grades than students with lower conscientiousness (Paunonen & Ashton 2001; Kappe & Van der Flier 2010) Conscientiousness has important indicator of procrastination and negatively related to procrastination (Costa and McCrae 1992; Schouwenburg and Lay 1995) as well as emerged as the most robust predictor of academic procrastination (Watson, 2001; Karatas, 2015; Adrianta & Tjundling, 2007). Johnson and Bloom (1995) found that all conscientiousness facets specially self - discipline being the strongest predictor of procrastination and negatively related with this. Lay et al.

(1998) conducted a study on school children age (7 - 11) to find the negative relationship between conscientiousness and procrastination. It was also found that procrastination seem moreover be a pattern established ahead of time in a student's academic career. Ross et al., (2002) found that conscientiousness has a stronger indicator than neuroticism in predicting procrastination.

Extraversion are more social oriented or socially active. They are mostly engaged in making relationship with others in social situation such as makes friends etc. Researchers suggested that the impulsive nature of extraversion should increase procrastination (Johnson and Bloom, 1995). Studies related to extraversion and procrastination is mixed in nature. Some studies find it to be negative or nil (Lay 1992, 1986) while other find to be positive and mixed relationship between procrastination and extraversion also found with three factors model (McCown et al., 1987). Schouwenberg and Lay (1995) analyze procrastination on the bases of five - factor model and found that procrastination negatively correlated with active factors of extraversion and positively correlated with the fantasy aspects of openness to experience.

Further, Most of the researches shown the non - significant correlation between openness and academic procrastination (Steel, 2007; Karatas, 2015; Watson, 2001). Similarly mixed results also found in terms of agreeableness and procrastination, (Steel, 2007) found a negative relationship between agreeableness and procrastination. While (Watson, 2001) found non - significant association between the agreeableness and academic procrastination.

3. Discussion

On the basis of the review of literature, it affirmed that conscientiousness and neuroticism had a huge identified with procrastination, while agreeableness, extraversion and openness have mixed findings. Conscientiousness, extraversion, agreeableness, and openness to experience are emphatically related with each other except neuroticism. While all these traits are identified significant predictor of emotional well - being (DeNeve and Cooper 1998; Steel et al., 2008) and neuroticism is identified with low level of prosperity (Costa & McCrae 1980; Pavot et al., 1990).

Neuroticism contains impulsiveness, anger, anxiety, hostility, and self - consciousness so it is usually tend as a negative trait. Whereas conscientiousness, extraversion, agreeableness, and open to experience known as positive traits and related to well - being. Students with neuroticism personality are unable to focus on achieving goals. They are always express impulsiveness, emotional insecurity, nervousness, worrying etc. Whereas students with low level neuroticism will in general steadier and spotlight on achieving academic tasks. As expressed by previous studies that individual with lots of anxiety more likely to judge and charging reprimanding themselves for their procrastination behavior, so powerless against lessened execution conjointly more likely incautious (Burka & Yuen, 2008). Agreeableness is another domain of five factor of personality which contains soft - hearted, trust and friendly compliance, tender - minded, helpful and straightforward. Mixed findings are found in previous studies about the

relationship between agreeableness and procrastination. The main reason behind the relationship of agreeableness and academic procrastination is that agreeableness reflects interpersonal style includes what people do with each other rather than behavior processes so that it is not relevant for procrastination. Hence it can be depicted that student with agreeableness or disagreeableness also procrastinate academic task possibly. Conscientiousness is another very important dimension of five factor model. It is negatively related to academic procrastination because high conscientiousness people seen as very self - disciplined, task oriented and achievement seeker. While low conscientiousness reflects conflicting propensity, capricious, apathetic, careless, unorganized, unreliable, careless, and epicurean (Pervin, Cervone & John, 2005). Subsequently, procrastinators are recognized as less achievement - oriented and motivated, unorganized, apathetic and more powerless to be procrastinators. High conscientiousness qualities reduce the probability of develops as a procrastinator. Moreover, studies showed that conscientiousness negatively related with procrastination. Conscientiousness thus grows as procrastination reduces. Extraversion is positively associated with procrastination. Generally procrastinator involves in various activities so they spend much more time in irrelevant activities. Most of the time extraversion people engaged in social activities. So due to more involvement in social activities they are unable in completing academic assignments. Extraverts tend to require more incitement from a pleasant social environment and give consolation instead of dwell on academic tasks because they are more situated to social viewpoint (Ferrari, Johnson & McCrown, 1995). Thus, they are slanted difficult to begin and complete a task on given time. Past studies supporting that a general diversion and social activities with companions as the reasons of procrastination (Strongman & Burt, 2000). Openness contains intellectual curiosity, active imagination, aesthetic, sensitivity related qualities etc. which is not associated with academic qualities so no correlation between openness and procrastination were found in literature. Openness is depicted as the wide significance profundity and complexity of individual mental and experiential existence, based on a hypothetical point of view (Pervin et al., 2005). It is difficult to find the linear relationship between openness and academic procrastination because mostly openness related to cultural and intellectual domains of a person.

4. Conclusion

It is concluded that some personality traits are strongly related to procrastination and academic procrastination, on the other hand some personality traits negatively related or not related. Overall, personality plays an important role in development of procrastination and academic procrastination.

References

- [1] Adrianta, E., & Tjundjing, S. (2007). "Mahasiswa Versus Tugas : Prokrastinasi Akademik dan Conscientiousness. *Anima Indones Psychological Journal*.22 (4), 352 – 374.

- [2] Bickle, G. (1996). Personality traits, learning strategies, and performance. *European Journal of Personality*, 10, 337–352.
- [3] Bleidorn, W. (2012). Hitting the road to adulthood shortterm personality development during a major life transition. *Personality and Social Psychology Bulletin*, 38, 1594–1608.
- [4] Burka, J. B., & Yuen, L. M. (2008). *Procrastination why you do it, what to do about it now*. Revised Ed. Cambridge: Da Capo Press, 2008
- [5] Busato, V. V., Prins, F. J., Elshout, J. J., & Hamaker, C. (1999). The relations between learning styles, the Big Five personality traits and achievement motivation in higher education. *Personality and Individual Differences*, 26, 129 - 140.
- [6] Busato, V. V., Prins, F. J., Elshout, J. J., & Hamaker, C. (2000). Intellectual ability, learning style, personality, achievement motivation and academic success of psychology students in higher education. *Personality and Individual Differences*, 29, 1057 - 1068.
- [7] Busato, V. V., Prins, F. J., Elshout, J. J., & Hamaker, C. (1999). The relations between learning styles, the Big Five personality traits and achievement motivation in higher education. *Personality and Individual Differences*, 26, 129 - 140.
- [8] Chamorro - Premuzic, T., & Furnham, A. (2003). Personality predicts academic performance: Evidence from two longitudinal university samples. *Journal of Research in Personality*, 37, 319 - 338.
- [9] Chamorro - Premuzic, T., Furnham, A., & Moutafi, J. (2004). The relationship between estimated and psychometric personality and intelligence scores. *Journal of Research in Personality* 38 (5), 505–513.
- [10] Costa, P. T., & McCrae, R. R. (1980). Influence of extraversion and neuroticism on subjective well - being: Happy and unhappy people. *Journal of Personality and Social Psychology*, 38, 668–678.
- [11] Costa, P. T., & McCrae, R. R. (1992). *Revised NEO Personality Inventory (NEO - PI - R) and NEO Five - factor Inventory (NEO - FFI)*. Professional Manual. Odessa: Psychological Assessment Resources Inc.
- [12] Costa, P. T., & McCrae, R. R. (1995). Solid grounds in the wetlands of personality. *Psychological Bulletin*, 117, 216–220.
- [13] DeNeve, K. M., & Cooper, H. (1998). The happy personality: A meta - analysis of 137 personality traits and subjective well - being. *Psychological Bulletin*, 124 (2), 197 - 229.
- [14] De Raad, B, & Schouwenburg, H. C. (1996). Personality in learning and education: A review. *European Journal of Personality*, 10, 303–336.
- [15] Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long - term goals. *Journal of Personality and Social Psychology*, 92, 1087–1101.
- [16] Eerde, W. Van. (2003) “A meta - analytically derived nomological network of procrastination,” *Personality and Individual Differences*, 35 (6), 1401–1418.
- [17] Ferrarri, J. R. (1991). Self - handicapping by procrastination: protecting self - esteem, social - esteem, or both? *Journal of Research in Personality*, 25 (3), 245 - 261.
- [18] Ferrari, J. R. (2001). Procrastination as self - regulation failure of performance: Effects of cognitive load, selfawareness, and time limits on Working Best Under Pressure. *European Journal of Personality*, 15, 391–406.
- [19] Ferrari, J. R., Johnson, J. L., & McCown, W. G. (1995). *Procrastination and task avoidance: Theory, research, and treatment*. New York: Plenum Press, 1995.
- [20] Furnham, A. (1997). Knowing and faking one’s Five - Factor personality score. *Journal of Personality Assessment*, 69 (1), 229 - 243.
- [21] Furnham, A., & Medhurst, S. (1995). Personality correlates of academic seminar behavior: A study of four instruments. *Personality and Individual Differences*, 19, 197–208.
- [22] Furnham, A., S, Nuygards., & Chamorro - Premuzic, T. (2013). “Personality, assessment methods and academic performance.” *Instructional Science*, 41 (5), 975–987.
- [23] Furnham, A., & Monsen, J. (2009). Personality traits and intelligence predict academic school grades. *Learning and Individual Differences*, 19, 28–33. G
- [24] Gilles, P. Y., & Bailleux, C. (2001). Personality traits and abilities as predictors of academic achievement. *European Journal of psychology of education*, 16, 3 - 15.
- [25] Hogan, R., Hogan, J., & Roberts, B. W. (1996). Personality measurement and employment decisions: Questions and answers. *American Psychologist*, 51, 469 - 477.
- [26] Johnson, J., & Bloom, A. (1995). An analysis of the contribution of the five factors of personality to variance in academic procrastination. *Personality and Individual Differences*, 18, 127 - 13.
- [27] Kappe, F. R., & Van, der. Flier. H. (2010). Using multiple and specific criteria to assess the predictive validity of the Big Five personality factors on academic achievement. *Journal of Research in Personality*, 44, 142–145.
- [28] Karatas, H. (2015). “Correlation among academic procrastination, personality traits, and academic achievement,” *Anthropologist*, 20 (1–2), 243 - 255.
- [29] Katz, I., Eilot, K., & Nevo, N. (2014). “I’ll do it later”: Type of motivation, self - efficacy and homework procrastination. *Motivation and Emotion*, 38 (1), 111 - 119.
- [30] Komarraju, M., Karau, S. J., & Schmeck, R. R. (2009). Role of the Big Five personality traits in predicting college students’ academic motivation and achievement. *Learning and Individual Differences*, 19, 47 - 5
- [31] Lay, C. H. (1986). At last, my research paper on procrastination. *Journal of Research in Personality*, 20, 474 - 495.
- [32] Lay, C. H., Kovacs, A., & Danto, D. (1998). The relation of trait procrastination to the Big Five factor conscientiousness: An assessment with primary–junior school. *Personality and Individual Differences*, 25, 187 - 193.
- [33] Lay, C. H. (1992). Trait procrastination and the perception of person - task characteristics. *Journal of Social Behavior and Personality*, 7, 483 - 494.

- [34] Lay, C. H. (1995). *Trait procrastination, agitation, dejection, and self - discrepancy*. In: J. Ferrari, J. Johnson & W. McCown (Eds.): *Procrastination and Task Avoidance: Theory, Research, and Treatment*. New York: Plenum Press, pp.97 - 112.
- [35] McCown, W., Petzel, T., & Rupert, P. (1987). Personality correlates and behaviors of chronic procrastinators. *Personality and individual differences, 11*, 71 - 79.
- [36] McCown, W., & Johnson, J. (1991). Personality and chronic procrastination by university students during an academic examination period. *Personality and Individual Differences, 12* (5), 413 - 415.
- [37] McCown, W., Petzel, T., & Rupert, P. (1987). Personality correlates and behaviors of chronic procrastinators. *Personality and Individual Differences, 11*, 71 - 79.
- [38] McCrae, R. R., & Costa, P. T. jr. (1987). Validation of the fivefactor model of personality across instruments and observers. *Journal of Personality and Social Psychology, 52*, 81-90.
- [39] McCrae, R. R., & Costa, P. T. jr (1999). . *A five - factor theory of personality*. In: LA Pervin, OP John (Eds.): *Handbook of Personality Psychology*. New York: Guilford, pp.139-153
- [40] McCloskey, J. D. (2009). "*Finally, my thesis on academic procrastination*, " University of Texas, 2011.
- [41] McGeown, S. P., Putwain, D., Simpson, E. G., Boffey, E., Markham, J. & Vince, A. (2014). Predictors of adolescents' academic motivation: Personality, self - efficacy and adolescents' characteristics. *Learning and Individual Differences, 32*, 278-286.
- [42] Ozer, D. J., & Benet - Martínez, V. (2006). Personality and the prediction of consequential outcomes. *Annual Review of Psychology, 57*, 401 - 421.
- [43] Paunonen, S. V., & Ashton, M. C., 2001. Big Five predictors of academic achievement. *Journal of Research in Personality, 35*, 78 - 90.
- [44] Pavot, W., Diener, E., & Fujita, F. (1990). Extraversion and happiness. *Personality and Individual Differences, 11*, 1299-1306.
- [45] Pervin, L. A., & Cervone, D., & John, O. P. (2005). *Personality theory and research*. New York: John Wiley and Sons, Inc, 2005.
- [46] Poropat, A. E. (2009). A meta - analysis of the five - factor model of personality and academic performance. *Psychological Bulletin, 2*, 322 - 338.
- [47] Roberts, B. W., & DelVecchio, W. F. (2000). The rank - order consistency of personality traits from childhood to old age: A quantitative review of longitudinal studies. *Psychological Bulletin, 126*, 3-25.
- [48] Roberts, B. W. (2006). *Personality development and organizational behavior*. In: BM Staw (Ed.): *Research on Organizational Behavior*. New York, NY: Elsevier Science, pp.143 - 174.
- [49] Ross, S. R., Canada, K. E., & Rausch, M. K. (2002). Self - handicapping and the five factor model of personality: Mediation between neuroticism and conscientiousness. *Personality and Individual Differences, 32*, 1173-1184.
- [50] Schouwenburg, H. C., & Lay, C. H. (1995). Trait procrastination and the Big Five factors of personality. *Personality and Individual Differences, 18* (4), 481 - 490.
- [51] Senecal, C., Koestner, R., & Vallerand, R. J. (1995). Self - regulation and academic procrastination. *Journal of Social Psychology, 135*, 607 - 619.
- [52] Senécal, C., Julien, E., & Guay, F. (2003). "Role conflict and academic procrastination: A self - determination perspective, " *European Journal of Social Psychology, 33*, 135-145.
- [53] Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: frequency and cognitive - behavioral correlates. *Journal of Counseling Psychology, 31*, 503 - 509.
- [54] Spinath, B., Freudenthaler, H. H., & Neubauer. A. C. (2010). Domain - specific school achievement in boys and girls as predicted by intelligence, personality and motivation. *Personality and Individual Differences, 48*, 481-486.
- [55] Steel, P. (2007). "The nature of procrastination: A meta - analytic and theoretical review of quintessential self - regulatory failure. " *Psychological Bulletin, 133* (1), 65-94.
- [56] Strongman, K. T., & Burt, C. D. B. (2000). "Taking breaks from work: An exploratory inquiry, " *Journal of Psychology, 134*, 229 - 242.
- [57] Watson, D. C. (2001). "Procrastination and the five - factor model : a facet level analysis, " *Personality and Individual Differences, 30*, 149-158.
- [58] Ziegler, M., Danay, E., Scholmerich, F., & Buhner, M. (2010). Predicting academic success from different views on the Big 5. *European Journal of Personality, 24*, 1 - 15.