

Interactive Effect of Academic Procrastination and Academic Performance on Life Satisfaction

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Abstract: *Academic Procrastination is a pervasive problem for a large number of students across the globe. Procrastination is the tendency to postpone or delay performing a task or making decisions. Researchers have projected that in academic settings in North America, over 70% of students display this behavior. Many of these students are highly vulnerable to negative consequences such as poor performance, decreased subjective well-being, negative affect and reduced life achievements. Academic settings are considered an excellent context to research procrastination as students' are required to meet deadlines for assignments and tests in an environment full of events and activities which compete for the students' time and attention. The author conducted this study to examine the interactive effect of Academic Procrastination and Academic Performance on the overall satisfaction of college life among B school students (N= 167). The results found a significant relationship between procrastination and performance, procrastination and life satisfaction, performance and life satisfaction but no interactive effect was found between Procrastination, performance and life satisfaction.*

Keywords: Procrastination, Personality, Life Satisfaction, Performance

1. Introduction

The impulse to procrastinate affects nearly everyone at least some of the time [1], [2]. The occurrence of procrastination has existed for much of history and continues to increase in the modern day. Depending on the study, 80 to 95% of college students have admitted to be procrastinating [3] while 50% of college students chronically procrastinate [4]. In addition, 15 to 20% of adults also chronically procrastinate [1]

The definition of procrastination is the tendency to delay an intended action or decision [5]. [6] defined procrastination as "the act of needlessly delaying tasks to the point of experiencing subjective discomfort. The definition of procrastination holds a decidedly negative denotation and connotation. Because the delay is irrational, people end up choosing a course of action that they know will not maximize their physical, psychological and material well-being. *Academic Procrastination* is regarded as a common problem in academic settings [3], [6], [7], and it has received more research and professional interest than other kinds of *procrastination* [8]. Among the **academic** activities, students mainly procrastinate doing homework, preparing projects and assignments and preparing for exams [9], [10], [11]. Though students procrastinate on some academic tasks to some degree, about a quarter of them report that they frequently procrastinate to a degree that causes them stress and/or lower academic performance [5], [6], [7]. Hence the researcher intended to study the interactive effect of procrastination and academic performance on students' life satisfaction.

2. Review of Literature

Tanner et.al, (2008) in their study determined how students majoring in some area of business spend their time, relative to how they think they spend their time. In order to assess this gap, 212 undergraduate business students who were

enrolled in the first or second year business statistics course at a regional southern university were asked to record in a logbook, for a period of one week, the number of hours they spent using YouTube, FaceBook, MySpace, the number of hours they watched TV, the number of hours of studying, as well as a number of other items. The results indicated that students estimated that they spent more than 1.5 times more time using FaceBook and MySpace than they actually did, and estimated twice as much on Moodle (an open source course management system) as they actually did. This indicates that students need to improve their time management skills [12].

The focus of the study conducted by DeRoma, et.al (2003) was to examine the effect of immediate versus delayed quizzing on student attending and learning. Quizzes were administered in five different courses: (a) at the end of a lecture/discussion period, and (b) at the beginning of the class period following the targeted lecture. Students performed significantly better on the immediate quiz than on the delayed quiz. Observation of student on-task behavior during class showed no difference in performance for the immediate or delayed quiz conditions. The results revealed that, delayed quiz scores correlated significantly with student *procrastination* scores. Implications of these results have been discussed with respect to the need to attend to individual learner needs related to *procrastination* and delayed test-taking *performance* [13].

Jackson et.al, (2003) examined the degree to which cognitive-motivational factors predicted academic *performance* in a sample of Mid-Western American college students. Two hundred nineteen students from a liberal arts university in Northern Wisconsin completed self-report measures of hope, *procrastination*, and social/recreational activity. At the end of the year, information was also obtained from their academic records regarding students' composite ACT scores, total credit hours attempted and completed in college, and year-end grade point averages.

After statistically controlling for the impact of ACT scores, gender, and past academic experience, lower levels of trait *procrastination* and social/recreational activity at the beginning of the academic year contributed to overall end-of-year grade point average. The results suggest that although academic ability has a significant impact of current academic *performance*, early interventions aimed at increasing time investment in academic endeavors may also facilitate improvements in academic *performance* [14]. College students (103 women, 35 men: M age = 18.7 years old) completed measures of academic *procrastination* and excuse making. Academic procrastinators compared to non procrastinators more frequently claimed that in the current semester they used legitimate and fraudulent excuses to avoid completing tasks, and that personal illness was used most often as a phony excuse. Participants reported that a phony excuse was invented for the purpose of gaining additional time and would most likely be repeated. Furthermore, procrastinators compared to non procrastinators stated that they felt more positive affect before the phony excuse, but more negative affect during, -right after, and at present concerning the phony excuse. Results raise the issue that academic procrastinators may experience regret, or guilt, from their use of fraudulent excuses. [15]

Female college students (N = 112) completed a test battery of personality scales and performance tasks at home over four consecutive evenings, under one of eight combinations of the following experimental conditions: Schedule Source (experimenter versus self) X Scheduled Starting Time (strict versus lenient) x Plausibility of the Experiment. Delay in starting, summed over four evenings, constituted the measure of behavioral *procrastination*. This measure was moderately correlated with high test anxiety scores and low self-regulation. *Procrastination* was exacerbated when subjects were permitted to schedule the time of their expected completion of the test battery. Significant interactions of specific experimental conditions and specific personal traits demonstrated the situational requirements for trait-behavior relationships to emerge. Findings supported the internal consistency and construct validity of the behavioral *procrastination* measure. The practical and heuristic applications of a stimulus-organism-response (S-O-R) design and the theory-coordinated choice of experimental manipulation and corresponding organismic variable are recommended for future investigations of *procrastination*. [16]

Anderson, Surber, Biddle, Zych, & Lieberman (1974) found that quizzing students immediately after reading a passage enhanced students' performance one week later. Students who were quizzed immediately after reading a passage performed slightly better on a test administered a week later than the students who were quizzed twenty minutes after reading a passage. While it is plausible that decay of memory may play a role in decreasing performance on evaluations administered twenty minutes after the presentation of material, the increase in immediate accountability may also play a role in increasing performance [17].

2.1 Statement of the Problem

Schourwenburg, Lay, Pychyl & Ferrari found in their study that over 70% of the students have procrastinating behavior in North America [18]. However, the rates of procrastination among college students varied from 46 % [6] to 95% [3]. Procrastination may have an effect on the performance of the students. Previous studies show that there are relationships between the **procrastination** behaviors and negative outcomes such as long education period, failure in tests, dropping out of training programs because of failure [9]; [19]. Studies have also focused besides the loss of time, on various psychological and mental disorders caused due to **procrastination**. Low self-respect, anxiety, stress and depression are among these disorders [20], [10]. This study focuses on the effect of academic procrastination on the overall academic performance. Also, the study intends to understand the relationship between academic procrastination and academic performance and their effect on students overall satisfaction of college life.

2.2 Objectives

1. To study the relationship between academic procrastination and academic performance among B school students
2. To study the interactive effect of academic procrastination and academic performance on overall satisfaction of college life

2.3 Hypothesis

The hypotheses of the present study are:

- H01:** Academic Procrastination has significant relationship with academic performance
- H02:** Academic Procrastination has significant relationship with overall satisfaction of college life
- H03:** Academic Performance has significant relationship with overall satisfaction of college life
- H04:** The interactive effect of academic procrastination and academic performance on overall satisfaction of college life

3. Research Methodology

Sampling Design

The study was based on primary data which were collected from 167 B School students. The data were collected by means of questionnaires.

Measures Used for the Study

The following two measures were used to collect relevant data: (i) **Procrastination** Scale (PS ;) [21]; In the present study, the internal consistency of the **Procrastination** Scale was $\alpha=.94$. (ii) Multidimensional Students' Life Satisfaction Scale- the internal consistency of the questionnaire was $\alpha=.94$ (iii) At the end of the **year**, information regarding participants' composite scores was collected. Participants also completed a demographic information sheet that assessed age and gender.

Statistical Tools

Data Analysis was done using statistical software 'SPSS'. The statistical tools used for analysis of data include Correlation and Univariate analysis.

Sample

The sampling technique used in this research is purposive sampling because the data is collected from B School students. 200 questionnaires were distributed to the students and 167 were considered. The demographics considered in this study are gender and age of the student. Following table shows the demographic characteristics:

Table 1: Demographic Data

		Frequency	Percentage
Age	Less than 20	76	45.5
	More than 20	91	54.5
Gender	Male	112	67
	Female	55	33

The above table shows that 45.4% of the respondents are less than 20 years of age and 54.5% of the respondents are more than 20 years of age. The table represents that 67% respondents are male and females represent 33% of the total number of respondents.

4. Results

H01: Academic Procrastination has significant relationship with Academic Performance

Table 2: Correlations

		Procrastination Score	Performance Score
Procrastination Score	Pearson Correlation	1	-.041*
	Sig. (2-tailed)		.042
	N	167	167
Performance Score	Pearson Correlation	-.041*	1
	Sig. (2-tailed)	.042	
	N	167	167

The Correlation value between Academic Procrastination score and Academic Performance score is -.041, which shows a negative correlation between the variables studied. Therefore, there is a significant relationship between Academic Procrastination score and Academic Performance score. The relationship is significant at 95% and the hypothesis Ho 1.1 is accepted. It could be inferred that when Academic Procrastination increases Academic Performance decreases

H02: Academic Procrastination has significant relationship with overall satisfaction of college life

Table 3: Correlations

		Procrastination Score	Life Satisfaction Score
Procrastination Score	Pearson Correlation	1	-.080**
	Sig. (2-tailed)		.004
	N	167	167
Life Satisfaction Score	Pearson Correlation	-.080**	1
	Sig. (2-tailed)	.004	
	N	167	167

The Correlation value between Academic Procrastination score and Life Satisfaction score is -.080, which shows a negative correlation between the variables studied.

Therefore, there is a significant relationship between Academic Procrastination score and Life Satisfaction score. The relationship is significant at 99% and the hypothesis Ho 1.1 is accepted. It could be inferred that when Academic Procrastination increases Life Satisfaction decreases

H03: Academic Performance has significant relationship with overall satisfaction of college life

Table 4: Correlations

		Performance Score	Life Satisfaction Score
Performance Score	Pearson Correlation	1	.397**
	Sig. (2-tailed)		.000
	N	167	167
Life Satisfaction Score	Pearson Correlation	.397**	1
	Sig. (2-tailed)	.000	
	N	167	167

The Correlation value between Academic Performance score and Life Satisfaction score is -.397, which shows a positive correlation between the variables studied. Therefore, there is a significant relationship between Academic Performance score and Life Satisfaction score. The relationship is significant at 99% and the hypothesis Ho 1.1 is accepted. It could be inferred that when Academic Performance increases Life Satisfaction also increases

H04: The interactive effect of academic procrastination and academic performance on overall satisfaction of college life

Table 5: Between-Subjects Factors

		Value Label	N
Proc	1.00		81
	2.00		86
Performance Score	1.00	Poor	52
	2.00	Average	51
	3.00	Good	64

Table 5.1: Tests of Between-Subjects Effects
Dependent Variable: Life Satisfaction Score

Dependent Variable: Life Satisfaction Score						
Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	Hypothesis	3791915.236	1	3791915.236	36062.852	.000
	Error	213.926	2.035	105.147		
Proc	Hypothesis	515.926	1	515.926	118.173	.001
	Error	13.815	3.164	4.366		
Perf	Hypothesis	209.642	2	104.821	30.048	.003
	Error	6.977	2	3.488		
Proc* Perf	Hypothesis	6.977	2	3.488	.021	.979
	Error	26548.136	161	164.895		

In the above model the overall total sum of squares (3791915.236) in the Life Satisfaction Score explained by the two main effects and interaction are considered together. The sum of squares for Academic procrastination is 515.926 is significant (F=118.173, P=0.001). It reveals that there is significant difference in Life Satisfaction among respondents with high and low Procrastination scores. The sum of squares for Academic Performance is 209.642 is significant (F= 30.048, P=0.003). It reveals that there is significant difference in Life Satisfaction among respondents with poor, average and good Academic Performance scores.

The sum of squares 6.977 for the interaction effect (Academic procrastination and Academic Performance) on Life satisfaction is not significant ($F=0.021$, $P=0.979$). It reveals that the interaction between Academic procrastination and Academic Performance does not affect Life Satisfaction of the students.

5. Discussion

The results of the research conducted to study the interactive effect of academic procrastination and academic performance on overall satisfaction of college life reveals that there is no interactive effect. The results highlight the fact that a student who exhibits academic procrastination behavior need not necessarily be dissatisfied with his college life.

Though academic procrastination and academic performance show significant relationship with overall satisfaction, there is no interactive effect between the three variables. The findings are consistent with assumption that academic performance is not a necessary condition for satisfaction and there could be other factors in college life that contribute to the overall satisfaction.

6. Conclusion

The study sampled 167 B School students; the findings pertain to these students procrastination behavior. The results of the study suggest that academic procrastination has a significant relationship with the academic performance of business students. The results also reveal important findings that Academic procrastination has significant relationship with the overall satisfaction of the students' college life and Academic performance has significant relationship with the overall satisfaction of the students' college life when studied independently. But, there is no interactive effect between the three variables.

7. Recommendations for Future Research

This study focused only on students' perception on Life Satisfaction, future studies can include assessment of perceptions of faculty and parents of what they think is their students or children's level of life satisfaction. It will also be interesting to compare students' perception and teachers and parents' perception of the students' life satisfaction.

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