Academic Performance and Procrastination: The Case of Education Students in MSU-Sulu

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ABSTRACT

This kind of attitude among the university students stems out of laziness and lack of prioritization in their academic endeavor. Research says that 95% of American students purposely delay beginning or completing tasks and 70% engaged in academic procrastination. It is not impossible that Filipinos are actually expert in procrastination. In other words, procrastination largely accounts for the relationship of conscientiousness to performance, and that procrastination is strongly associated with distractibility, poor organization, low achievement motivation, and an intention-action gap. If one is not conscientious in his performance he will likely engage in procrastination. Additionally, agreeableness and sensation seeking traits generated low correlations with procrastination. One possible way to decrease procrastination for tasks is to increase expectancy of success, or self-efficacy by verbal persuasion, emotional arousal, and modeling. Despite of the advances in the education nowadays, and the challenging tasks that students faced day by day to cope up with the requirements of their respective courses, they are still in the realm of seemingly taking their studies for granted that as if it's easy or simply put, procrastinating! In connection, it sought to answer this question: Is there a relationship between procrastination to the academic performance in GEC 104 (Mathematics in the Modern World) of the 2nd year students of the College of Education at Mindanao State University-Sulu?

1. Introduction

Ferrari, 1998 defined procrastination as “the purposive delay in the beginning and/or completion of an overt or covert act, typically accompanied by subjective discomfort” while Steel, 2007 has this to say, "to voluntarily delay an intended course of action despite expecting to be worse off for the delay". Academic procrastination is indeed one of the most common and important forms of procrastination prevalent in the field of education and particularly present among school and university students; it is usually represented by the student delaying or postponing assignments resulting in late submissions, coupled with a general reduction in study time and inadequate preparation for examinations (Mahasneh et. al, 2016).

It has now become the habit of the students to procrastinate in their academic tasks believing that they can still catch up and be able to submit the required requirements at the deadline. They are engrossed at doing some other things, may or may not necessary for growth. In fact some of them are
preoccupied with social media browsing, on line gaming, or chatting with pals. They tend to forget the importance of school work as prerequisite to their attainment of educational objectives. Especially in this age of technological advancement, students rely so much in the internet. Information is merely a click-away. This kind of attitude among the university students stems out of laziness and lack of prioritization in their academic endeavor.

Research says that 95% of American students purposely delay beginning or completing tasks and 70% engaged in academic procrastination. It is not impossible that Filipinos are actually expert in procrastination. The term “manana habit” postponement of task and “bahala na” leaving things to a mere chance are just common to Filipinos. They will just repent on their negligence when they receive a consequence out of it. But the next time they are confronted with the same scenario, they unwittingly do such act of procrastinating again, and again, until it becomes a part of their system. Much more if they still succeed albeit, their delay. They find that it is still ok to do so because they can still arrive at a best result.

According to Steel, 2007 as cited by Reynolds, 2015, procrastinators tend to be impulsive, distractible, and lacking in self-control. Due to procrastination's association with distractibility and organization, two potential methods of reducing distractions include stimulus control and automaticity. Stimulus control may help prevent distractibility by helping people surround themselves with cues that confirm their goals and banish signs that remind them of temptation. Automaticity may help people maintain goal pursuit and stay away from procrastination, because it limits decision making to only the relevant tasks at hand.

Procrastinators are somewhat passive learners, they tend to have other priorities but if observe closely, still do the same in all subject areas. Steel, 2007, also concluded that procrastination is correlated with low conscientiousness and self-regulatory failure. In other words, procrastination largely accounts for the relationship of conscientiousness to performance, and that procrastination is strongly associated with distractibility, poor organization, low achievement motivation, and an intention-action gap. If one is not conscientious in his performance he will likely engage in procrastination. Additionally, agreeableness and sensation seeking traits generated low correlations with procrastination. One possible way to decrease procrastination for tasks is to increase expectancy of success, or self- efficacy by verbal persuasion, emotional arousal, and modeling. This means that once we value the task and we expect that we will accomplish the task successfully, procrastination will decrease. Furthermore, Steel pointed out that task aversiveness, or decreasing the value of a task, increases the frequency of procrastination.

The conduction of this study aims to find out the relationship of procrastination to academic performance in GEC 104 (Mathematics in the Modern World) of the Education students of Mindanao State University-Sulu. As it is believed that academic performance being the top most aim of the students in terms of getting high grades as related to Self-worth theory of Martin Covington, 2004. That performance is equals to ability hence worth. In this theory, grades is very important for the learners for it is equivalent to their ability or competence. They perceived that if they have high grades they are competent and on the contrary if they get low grades they are incompetent. As procrastination is one of the issues under self-worth theory, it gives rise to the formation of this theme. And most of the time, people in general doesn’t want to be called incompetent that is why they will strive for good grades. But is this really true in the MSU-Sulu setting?

It is somewhat a common phenomenon that most of the students hate Mathematics or just don’t have the
interest in this subject. Particularly in GEC 104 or Mathematics in Modern World which is a new subject in the new curriculum in General Education. In this subject, Statistics, Algebra, Graph theory, Set and logic, and Problem Solving, are integrated which is found to be advanced than the old curriculum.

The figure above shows the procrastination as the independent variable while the academic performance as the dependent variable of the study. In other words, procrastination would impact academic performance. When a student for instance cram, will it affect her grades?

Statement of the Problem
Despite of the advances in the education nowadays, and the challenging tasks that students faced day by day to cope up with the requirements of their respective courses, they are still in the realm of seemingly taking their studies for granted that as if it’s easy or simply put, procrastinating! In connection, it sought to answer this question: Is there a relationship between procrastination to the academic performance of the BSED 2nd year students of the College of Education at Mindanao State University-Sulu?

Definition of Terms
1. **Academic performance** – this pertains to the midterm grades gotten by the students in GEC 104 (Mathematics in the Modern World).
2. **Procrastination** – this refers to the habit of students in postponing their academic tasks due to laziness or lack of priorities.
3. **Relationship** – it is the connection between procrastination and academic performance of the BSED 2nd year students of the College of Education at Mindanao State University-Sulu.

Assumption
There is a relationship between procrastination and academic performance in GEC 104 (Mathematics in the Modern World) among the 2nd year students of the College of Education at Mindanao State University-Sulu.

2. Methods
   Research Design
   This study utilized the quantitative method of research where the questionnaire on Procrastination were tested among 2nd year students of the College of Education at Mindanao State University-Sulu. The researcher also asked the students to indicate their midterm grade in GEC 104 (Mathematics in the Modern World) in the questionnaire. The results were then tabulated and interpreted.

   Participants
   The respondents of this study were the 100 2nd year students of the College of Education at the Mindanao State University-Sulu. The research made use of purposive sampling where students in 2 sections under 1 subject were chosen.

   Instrument
   This research adopted the questionnaire **Academic Procrastination Questionnaire (APQ)**. The APQ was
developed by Abu-Ghazal to measure undergraduate Jordanian academic procrastination. The APQ is a one-dimensional Likert-type questionnaire consisting of 21 items, all items are scored on the five-point Likert scale ranging from totally disagree 1 to totally agree 5.

**Procedure**

In conducting this study, the researcher foremost asked the permission of the Dean of the College of Education then from the 200 students the researchers selected 100 of them to be the respondents of this study. The questionnaire were launched on the 100 students. After the administration of the questionnaire, the researchers retrieved them and proceed with analysis of data.

**Data Analysis**

The researcher fed the data to the SPSS then analyzed them using Correlation for it was looking for the relationship and procrastination to academic performance. The result was then interpreted.

**Ethical Consideration**

Research respondents or participants were fully informed of the purpose of the study preceding their engagement, and freely gave their consent to partake regardless of undue pressure, and be able to withdraw from the study at any time without penalty or whatsoever. Informed consent was also secured to ensure confidentiality in this study; access to the data was restricted to the researchers.

3. **Results and discussion**

After launching the questionnaire, analysis and interpretation of data using SPSS, the researcher came up with these results.

<table>
<thead>
<tr>
<th>Table 1 Means and standard deviations for the participants’ responses on the academic procrastination scale items.</th>
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<tbody>
<tr>
<td>Academic Procrastination Scale Items</td>
</tr>
<tr>
<td>1. I do my assignments in GEC 104 (Mathematics in the Modern World) daily and regularly, so I am punctual with my course work.</td>
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<tr>
<td>2. When exam time in GEC 104 (Mathematics in the Modern World) approaches, I find myself busy with other things.</td>
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<tr>
<td>3. I usually hurry to complete academic missions in GEC 104 (Mathematics in the Modern World) before the deadline.</td>
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<tr>
<td>4. I always say to myself that I will complete my assignments in GEC 104 (Mathematics in the Modern World) tomorrow.</td>
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<tr>
<td>5. I usually start doing study duties GEC 104 (Mathematics in the Modern World) immediately after being assigned them.</td>
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<tr>
<td>6. I finish my duties in GEC 104 (Mathematics in the Modern World) before the deadline.</td>
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<tr>
<td>7. I postpone my duties GEC 104 (Mathematics in the Modern World) till the last moment.</td>
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<tr>
<td>8. I try to find excuses to justify my delay in doing study assignments in GEC 104 (Mathematics in the Modern World).</td>
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<tr>
<td>9. I always waste time.</td>
</tr>
<tr>
<td>10. I always finish the important assignments in GEC 104 (Mathematics in the Modern World) and I have extra time.</td>
</tr>
<tr>
<td>11. I say to myself that I will do my duties then I change my mind.</td>
</tr>
<tr>
<td>12. I follow the plan I set for completing my assignments in GEC 104 (Mathematics in the Modern World).</td>
</tr>
</tbody>
</table>
13. When I have difficult duties in GEC 104 (Mathematics in the Modern World), I believe in delaying them.  
   | 2.91 | .911 | Somewhat agree |
14. I delay doing duties in GEC 104 (Mathematics in the Modern World) without justification even if they are important.  
   | 2.75 | .957 | Somewhat agree |
15. I delay doing duties in GEC 104 (Mathematics in the Modern regardless of their nature (exciting or not).  
   | 2.90 | .823 | Somewhat agree |
16. I feel uncomfortable when thinking about starting doing my duties GEC 104 (Mathematics in the Modern World).  
   | 3.09 | .889 | Somewhat agree |
17. I don’t postpone a duty in GEC 104 (Mathematics in the Modern World) I think it is necessary to do it.  
   | 3.52 | .772 | Agree |
18. I do lots of entertaining activities so I don’t have enough time for studying in GEC 104 (Mathematics in the Modern World).  
   | 2.82 | .903 | Disagree |
19. I always think I have enough time later, so it is not necessary to actually start studying GEC 104 (Mathematics in the Modern World).  
   | 3.11 | .875 | Somewhat agree |
20. Postponing academic duties in GEC 104 (Mathematics in the Modern World) is considered a real problem which I suffer from.  
   | 3.32 | .886 | Somewhat agree |
21. I stop studying early in order to do more enjoyable things.  
   | 2.02 | .943 | Disagree |

Total  
   | 2.72 | .451 | Somewhat agree |

Table 1 shows that means for the participants’ responses on the scale of academic procrastination ranged from (3.71 - 2.02) with the highest for the item “I finish my duties in GEC 104 before the deadline”, whereas the lowest was for the item “I stop studying early in order to do more enjoyable things”. The mean for the scale as a whole was (2.72) which corresponds to somewhat agree. This means that these students are not really practicing procrastination. They are aware of their tasks as students.

The academic performance of the 2nd year students of the College of Education ranges from 2.0 – 2.25 (good). This means that out of 100 respondents, 56 of them are of good performance. There is no correlation between procrastination and academic performance in GEC 104 (Mathematics in the Modern World) among the BSED 2nd year students of the College of Education at Mindanao State University-Sulu considering the p value of .403 which is greater than the 0.05 level of significance. Therefore, the assumption that there is a relationship between procrastination and academic performance is rejected. In other words, the respondents of this study are not procrastinators.

4. Conclusion

While it is clear that procrastination is a serious concern among higher education students. Demeter and Davis (2013) in their study suggested that students deliberately procrastinate with an expected result in mind and can still perform satisfactorily. And this was consistent with the findings of this study, procrastination did not have a direct relationship with how students perform academically.

This result is interesting but may be attributed to factors like time management, where some students work efficiently under time pressure, and found their output pleasing with that (Choi and Moran, 2009). Kim & Seo (2015) in their meta-analysis suggested that self-reported data were oftentimes contaminated by some personal processes and when combined with the externally observed data, results might not be the actual situation.
5. References