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Research Article

Variables Affecting Academic Procrastination Among Nursing Students

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Abstract:

Background: The deliberate postponement of significant academic assignments with due dates is known as academic procrastination. The undesirable habit known as procrastination is the inability to start or finish a task within the allotted time, which results in detrimental effects on students' future employment, as well as stress, guilt, poor academic achievement, and low self-esteem.

Method: Descriptive Research design was adopted for a study to assess the Variables influencing Nursing students' Academic Procrastination at selected Nursing college of Bhopal, M.P. Sample size 60 B.Sc. Nursing students.

Result: Result revealed that majority of students were females, 27 out of 60 were in age group of 20-21 years, 25 (41.6%) were studying in B.Sc. N 3rd year. Most of students resided in Rural area (36), 54 out of 60 belong to nuclear family and 35 mothers of students were educated as compared to 51 fathers. The mean score and SD of influencing variables of academic procrastination were as follows Personal variable was 2.6 ± 0.48 , Environmental 2.26 ± 0.71 , and Academic was 1.78

± 0.41 . Majority of nursing students 39 (65%) were moderately affected by Personal variables, Environmental variables affected 23 (38%) students moderately and academic variables affected 17 (28%) students moderately. Only Personal factor had more effect on 5 students as compared to none in other two variables.

Conclusion: The study concluded that Environmental and personal factor had more effect on Academic procrastination as compared to academic variables.

Keywords: Nursing Student, Environmental factor, Personal factor, Academic factor, Academic procrastination, effects on students.

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Introduction

A common way to view procrastination is as an intentional, illogical delay meant to avoid deadlines.¹ According to studies on academic procrastination, up to 70% of college students frequently procrastinate,

and up to 95% of American college students intentionally put off starting or finishing assignments.² The phenomenon referred to as academic procrastination occurs when people, especially students, put off doing academic tasks like writing a

paper or studying for an exam. This behaviour is highly prevalent and can result in major problems like poorer academic performance and elevated stress levels.³ The act of procrastination is sometimes falsely associated with laziness. However, social, and behavioral science suggest the reason people put off important tasks is much more complicated. Several studies have explored different theories on why people procrastinate. Milgram accentuated that procrastination is essentially a modern-day problem, and it happens in countries where technology is advanced.⁴

In psychology, different theories have different explanation of behavior of procrastination; Psychoanalytic theories: The notions of Sigmund Freud regarding procrastination indicate that tasks are avoided because they are threatening to the ego. The role of anxiety in avoidance behavior was best explicated by Freud in the monograph Inhibitions, Symptoms and Anxiety. Psychodynamic theories: They believed procrastination is related to childhood experiences and traumas and how it shapes cognitive processes of adults. Behaviorism theories: Procrastination represents a form of escape or avoidance conditioning. Cognitive and Cognitive Behavioral theories of Procrastination. Motivational Theories: Theories of motivation explain the choice to postpone tasks and assignments along with its ability to explain decision making process.⁵

During her college and clinical experiences, the primary researcher noticed that many nursing students frequently put off important educational assignments, which was having an impact on their academic achievement.⁶ Furthermore, a thorough review of the literature produced astounding statistical results that showed most students were unknowingly putting off studying, which had a devastating impact on their academic performance. These results also indicated that students wanted to overcome procrastination. Therefore, it was thought necessary to assess the aspects that contribute to academic procrastination. Planning a strategy to fight procrastination will be made easier with this information.

Material and Method

Research Design: The study used descriptive research design to assess the variables influencing Nursing

students' Academic Procrastination at selected Nursing college of Bhopal, M.P. The sample size of 60 B.Sc. N students those studying in 2nd, 3rd and 4th year were selected using non-probability convenient sampling technique. The data was collected in two sections, using tools consist of six demographic questionnaires i.e. age, gender, year of study, area of residence, type of family, and Education of parents and self-structured questionnaire regarding Personal, environmental, and academic variables.

Inclusive criteria: The students those who were willing to participate in the study and were available at the time of data collection were included in the study.

Exclusive criteria: The students those who were not willing to participate in the study and were not available at the time of data collection were excluded in the study.

Statistical Analysis: The data collected was analysed using frequency and percentage for descriptive statistics and chi square was used for finding associations.

Result

The result of the study is revealed in three sections. Demographic variables shows that 28 nursing students were male whereas 32 were females, majority of students (27) were in age group of 20- 21 years, 25 students were in B.Sc. N 3rd year, mostly (36) resided in Rural area, majority (54) belongs to nuclear family, and 35 mothers as compared to 51 fathers of students were educated. Assessment of variables influencing students' academic procrastination had the mean score and SD of 2.6 ± 0.48 , 2.26 ± 0.71 , and 1.78 ± 0.41 for Personal, Environmental and Academic variables respectively. Result also showed that majority of nursing students 39 (65%) were moderately affected by Personal variables, whereas by Environmental variables only 23 (38%) students were moderately affected and by academic variables only 17 (28%) students were moderately affected.

Section A Assessment of demographic variables

Table 1: Distribution of subjects according to their demographical distribution N=60

S.No	Demographic Variable	Frequency (n)	Percentage %
1.	Gender		
	a) Male	28	46.6
	b) Female	32	53.3
2.	Age		
	a) 18-19 years	06	10
	b) 20-21 years	27	45
	c) 22-23 years	18	30
	d) Above 23 years	09	15
3.	Year of study		
	a) B.Sc. N 2 nd year	18	30
	b) B.Sc. N 3 rd year	25	41.6

	c) B.Sc. N 4 th year	17	28.4
4.	Area of Residence		
	a) Rural	36	60
	b) Urban	24	40
5.	Type of family		
	a) Nuclear	54	90
	b) Joint	06	10
6.	Education of Parents		
	a) Mother		
	- Yes	35	58.3
	- No	25	41.7
	b) Father		
	-Yes	51	85
	-No	09	15

Table 1 depicts the distribution of subjects according to their demographic variables. According to this, 28 nursing students were male whereas 32 were females, majority of students (27) were in age group of 20-21 years, 25 students were in B.Sc. N 3rd year, mostly (36) resided in Rural area, majority (54) belongs to nuclear

family, and 35 mothers as compared to 51 fathers of students were educated.

Section B: Assessment of Variables influencing Academic procrastination

Table II: Mean score and Standard deviation of influencing variables of academic procrastination N=60

Variables	Mean	Standard Deviation
Personal	2.6	0.48
Environmental	2.26	0.71
Academic	1.78	0.41

Table II reveals that the mean score and SD of Personal variable is 2.6 ± 0.48 , Environmental is

2.26 ± 0.71 , and Academic is 1.78 ± 0.41 , respectively.

Table III: Distribution of subjects according to level of effect of variables influencing academic procrastination N=60

Variables	More Effect		Moderate Effect		Less Effect	
	F(n)	%	F(n)	%	F(n)	%
Personal	5	8	39	65	16	27
Environmental	0	0	23	38	37	62
Academic	0	0	17	28	43	72

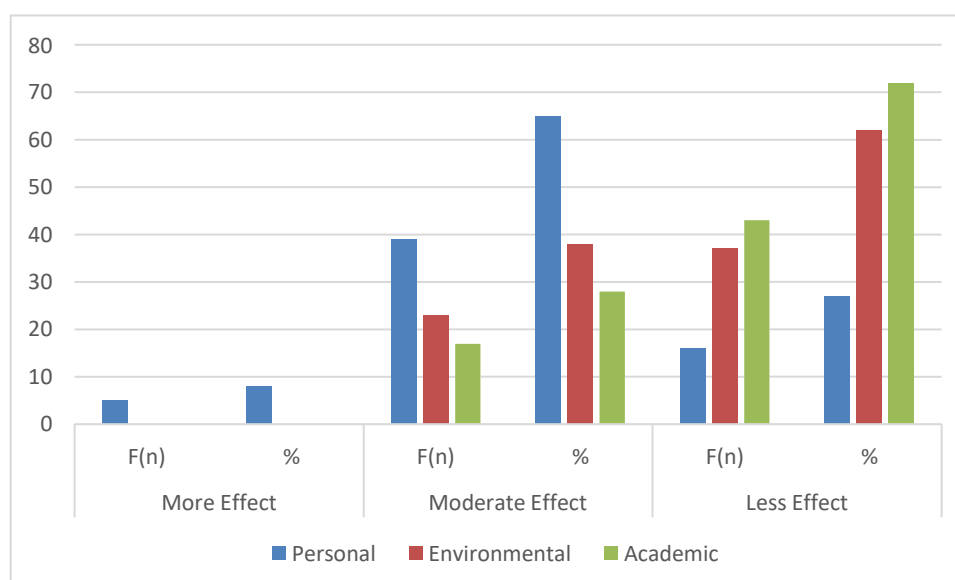


Figure 1 Distribution of subjects according to level of effect of variables influencing academic procrastination

Table III and figure 1 depicts that majority of nursing students 39 (65%) were moderately affected by Personal variables, whereas by Environmental variables only 23 (38%) students were moderately affected and by academic variables only 17 (28%) students were moderately affected.

These findings justify the first assumption regarding significant influence of variables on Academic procrastination of Nursing students.

Section C: There was no significant association between selected demographic variables and Academic procrastination of Nursing students. These findings reject the second assumption regarding significant association between selected demographic variables and Academic procrastination of Nursing students.

Discussion: The present study depicted that academic procrastination of majority of students 39 (65%) were affected by personal variables as compared to environmental and academic variables.

A similar study finding supported the present with the result that personal factors show moderate influence on academic procrastination among 40% (40 subjects out of 100) students and less influence was shown on 60% (60) subjects. In relation to environmental factor, which had moderate influence on academic procrastination among 23% (23) and less influence had been observed among 77% (77) subjects. Whereas, in academic factor which had moderate influence on 50% and less influence on another 50% for academic procrastination.⁷

Conclusion:

The study concluded that personal and environmental variables affect academic procrastination more than academic variables. Measures such as Mentee-mentor sessions, motivational lectures can be planned by college authorities to motivate students during their course duration to overcome the habit of procrastination.

Recommendations

In the light of the findings of the study the following recommendations were made:

- A similar study can be undertaken with a large sample size for wider generalization.
- A comparative study can be conducted among M.Sc. N and B.Sc. N students

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