

IMPACT OF PROCRASTINATION AND ITS CONTRIBUTING FACTORS ON BUSINESS ADMINISTRATION STUDENTS IN SURIGAO DEL SUR STATE UNIVERSITY

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ABSTRACT: *The study explored the contributing factors and impact in procrastination behaviors among the students. Responses were gathered from the 181 business administration students of Surigao Del Sur State University, Philippines. It sought to find out the impact of procrastination on students affecting they're school performance. This research employed the descriptive quantitative research design specifically the observational and survey that would best support this study. The respondents of the study are the students of the College of Business and Management specifically those majoring in Financial Management and Human Resource Development Management which are the only BSBA programs offered at Surigao Del Sur State University, Brgy. Pag-antayan, Cantilan, Surigao Del Sur. The study made use of a researcher-made survey questionnaire and a supplemental interview. Result of the study revealed that majority of the responders are procrastinators although with different factors and extent of procrastination when posed to such situations. They needed self-motivation, determination, and exciting teachers. This is clear to the students who become unmotivated to do the work. Students are also looking for purpose, excitement, and motivation in their classes. Recommendations include planning and conducting of educational and counseling programs that deal with procrastination with proper methods for the students' personality traits.*

Keywords: Procrastination, factors, impact, procrastinators

1. INTRODUCTION

Human beings have been procrastinating for centuries. The problem is so timeless, in fact, that ancient Greek philosophers like Socrates and Aristotle developed a word to describe this type of behavior: Akrasia.

Akrasia is the state of acting against your better judgment. It is when you do one thing even though you know you should do something else. Loosely translated, you could say that akrasia is procrastination or a lack of self-control.

Procrastination is the act of delaying or postponing a task or set of tasks. So, whether you refer to it as procrastination or akrasia or something else, it is the force that prevents you from following through on what you set out to do. It is one of the most repetitive alibi that instructors commonly hear from their students.

According to an Educational Science Professor, Hatice Odaci [1] academic procrastination is a significant problem during college years in part because many college students lack efficient time management skills in using the Internet. Also, Odaci [1] notes that most colleges provide free and fast twenty-four-hour Internet service which some students are not usually accustomed to, and as a result of irresponsible use or lack of firewalls these students become engulfed in a world of procrastination.

"Student syndrome" refers to the phenomenon where a student will begin to fully apply himself or herself to a task only immediately before a deadline. This negates the usefulness of any buffers built into individual task duration estimates. Results from a 2002 study indicate that many students are aware of procrastination and accordingly set binding deadlines long before the date for which a task is due. These self-imposed binding deadlines are correlated with a better performance than without binding deadlines though performance is best for evenly spaced external binding deadlines. Finally, students have difficulties optimally setting self-imposed deadlines, with results suggesting a lack of spacing before the date at which results are due. In one experiment, participation in online exercises was found to be

five times higher in the final week before a deadline than in the summed total of the first three weeks for which the exercises were available. Procrastinators end up being the ones doing most of the work in the final week before a deadline.

Other reasons cited on why students procrastinate include fear of failure and success, perfectionist expectations, as well as legitimate activities that may take precedence over school work, such as a job.

Procrastinators have been found to receive worse grades than non-procrastinators. Tice *et al.* [2] report that more than one-third of the variation in final exam scores could be attributed to procrastination. The negative association between procrastination and academic performance is recurring and consistent. Howell *et al.* [3] found that, though scores on two widely used procrastination scales were not significantly associated with the grade received for an assignment, self-report measures of procrastination on the assessment itself were negatively associated with grade.

In 2005 a study conducted by Angela Chu and Jin Nam Choi [4] was published in the Journal of Social Psychology, in which they intended to understand task performance among procrastinators with the definition of procrastination as the absence of self-regulated performance, from the 1977 work of Ellis and Knaus [5]. In their study they identified two types of procrastination: the traditional procrastination which they denote as passive, and active procrastination where the person finds enjoyment of a goal-oriented activity only under pressure. The study calls this active procrastination positive procrastination, as it is a functioning state in a self-handicapping environment. In addition, it was observed that active procrastinators have more realistic perceptions of time and perceive more control over their time than passive procrastinators, which is considered a major differentiator between the two types. But surprisingly, active and passive procrastinators showed similar levels of academic performance. The population of the study was college students and the majority of the sample size were women and

Asian in origin. Comparisons with chronic pathological procrastination traits were avoided.

Procrastination is considerably more widespread in students than in the general population, with over 70 percent of students reporting procrastination for assignments at some point. A 2014 panel study from Germany among several thousand university students found that increasing academic procrastination increases the frequency of seven different forms of academic misconduct, i.e., using fraudulent excuses, plagiarism, copying from someone else in exams, using forbidden means in exams, carrying forbidden means into exams, copying parts of homework from others, fabrication or falsification of data and the variety of academic misconduct. This study argues that academic misconduct can be seen as a means to cope with the negative consequences of academic procrastination such as performance impairment.

According to Seneca the younger [6], the Roman philosopher, also warned: "While we waste our time hesitating and postponing, life is slipping away." This quotation concisely reveals the main reason why learning to overcome procrastination is so important.

In reference to the information above, the researcher was inspired to conduct this study to find out the extent and possible causes of the impact of procrastination and its contributing factors on students specifically those majoring in Financial Management and Human Resource Development Management at Surigao Del Sur State University.

2. OBJECTIVES

1. What are possible factors that influences students to procrastinate?
2. What is the perceived impact of procrastination when posed to different situations?
3. In light of the findings of the study, what intervention may be proposed to students' procrastination at school?

3. RESULTS AND DISCUSSION

Procrastination is one of the main barriers blocking you from living life to its fullest. Recent research studies have shown that people regret more the things they haven't done than the things they have done. Feelings of regret and guilt resulting from missed opportunities tend to stay with people much longer. When you procrastinate, you waste time that you could be investing into something meaningful. If you can overcome this fierce enemy, you will be able to accomplish more and in doing so better utilize the potential that life has to offer.

This research employed the descriptive quantitative research design specifically the observational and survey that would best support this study. Descriptive studies are also called observational through observing and watching the subjects without otherwise intervening. With the survey, it's important to randomly assign subjects in a way that ensures the groups are balanced in terms of important variables and as to avoid bias. Human subjects may not be happy about being randomized, so it's best to state clearly that it is a condition of taking part.

The study made use of a researcher-made survey questionnaire. Part I determined the possible factors of procrastination. Then Part II is on the extent of

procrastination when posed to such situations. The items of the questionnaire were taken from electronic resources. And a supplemental interview was made to random students.

The respondent's population is the 329 students of the College of Business and Management, Surigao del Sur State University, Cantilan, Surigao del Sur as shown in Table 1. The total population has a sample size of 181 respondents. It also represents the percentage of those majoring in financial management and human resource development management with corresponding sample size taken by the use of Slovin's formula.

Table (1) Population and Respondents

Respondents (SDSSU College of Business and Management)	Total Population (N)	Percentage (%)	Sample Size (n)
Major in Financial Management	207	63	114
Major in Human Resource Development Management	122	37	67
Total	329	100%	181

Table 2 shows the factors of procrastination and its equivalent percentage. After analyzing the results, the researcher found out that students procrastinate the most because they get distracted with the score of 83% equivalent to 150 students. The next two reasons tie with a 75% score.

Table (2) Factors of Procrastination

Factors of Procrastination	Percentage
Getting distracted	83
Forgetting	75
Waiting for the perfect moment	75
Not knowing what needs to be done	68
Lack of motivation	63
Believing it'll done get done when under pressure	60
Wanting to do another task instead	60
Fear of failure	60
Not caring if it gets done or not	43
Not wanting to do something	40
Feeling Rebellious	28
Fear of Success	20

Those reasons are “being forgetful” and “waiting for the perfect moment.” For third place with 68% is “not knowing what needs to be done.” 63% equivalent to 114 students scored that they lack motivation placing fourth in the survey. These students are basically saying that their homework does not interest or motivate them. Most of the students get overwhelmed and do not even know what they need to do. The next three reasons tie with a score of 60% placing fifth. Those reasons are “believing it’ll get done when under pressure”, “wanting to do another task instead” and “fear of failure”. For sixth place with 43% equivalent to 78 students is “not caring if it gets done or not”. 40% equivalent to 72

students is “not wanting to do something” placing seventh in place. It was followed with a score of 28% equivalent to 51 students who procrastinate because they felt rebellious. Lastly, scoring with 20% equivalent to 36 students that they have fear of success. Through observing the survey questionnaires answered, the researcher found out that the sample size of 181 students representing the 329 of them are procrastinators though with different aspects of procrastination. There are students that placed check marks to multiple reasons as to why they procrastinate and that came to a realization that they are also aware of themselves as to the extent of their procrastination.

Table (3) Extent of Procrastination

Situation	Percentage			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I procrastinate when I can't see what the point of the task is	33	63	4	
I put off doing things I'm not interested in	31	65	4	
I work best under pressure	15	80	4	1
I have a hard time starting because I don't know where to start	28	68	4	
I often try several things at once and don't complete many	2	93	4	1
I settle for mediocre results when I know I can do better	12	83	4	1
I often put off things I'm not good at	4	70	25	1
I give up when a task gets too difficult	4	55	40	1
I often lose motivation in the middle of a task	4	67	28	1
I wait until the last minute to do things	19	60	20	1
I wait until a crisis arises or the semester is ending before taking action	4	60	32	4
I avoid setting personal deadlines	4	80	16	
I often do things quickly but incorrectly and have to redo them	4	58	38	
I spend a lot of time on routine and trivial things	18	75	7	
I avoid setting a daily schedule for how I want to use my time	4	80	15	1
I am bad at prioritizing	4	65	31	
I have a hard time saying no to requests or invitations	4	70	25	1
I often spend time socializing instead of doing work	1	73	25	1
I get distracted easily	12	75	13	
I spend my time wisely	18	70	11	1
Fear of failure stops me from doing work	4	75	21	
Just before studying, I waste time	4	73	19	4
I get a feeling of anxiety when I know I'm procrastinating	4	90	4	2
I procrastinate most in classes in my major	1	78	20	1
I procrastinate much less when working on group assignments	2	68	30	
I procrastinate most in classes outside my major	1	78	21	

Table 3 shows the extent of their procrastination when posed to such situations. The researcher cites the following situations and its equivalent percentage as to where the respondents strongly agrees, agree, disagree and strongly disagree. This will also serve as evaluation concerning the students in terms of how it affects them.

33% of the students strongly agrees that they procrastinate because they can't see what the point of the task is. Placing second in the survey, 31% of them strongly agree that they procrastinate because they put off doing things they are not interested in. This serves as a challenge for instructors to be

creative in their instruction and how the instruction materials are utilized. About 28% of the students strongly agrees that they have a hard time starting because they don't know where to start. 19% of the students strongly agrees that they wait until the last minute to do things. Tie up with 18% of the students strongly agrees that they spend a lot of time on routine and trivial things and that they spend their time wisely. About 15% of the students strongly agrees that they work best when under pressure. Tie up with 12% of them who strongly agrees that they settle for mediocre results when they know they can do better and they get distracted easily.

This admission that even they can do better they just don't do anything and this mentality is very alarming that needs to be addressed. See Table 3 for the other results in the strongly agrees column with ratings of mostly 4%.

93% of people agrees that they procrastinate because they often try several things at once and don't complete many. This says that even though something is difficult, students would rather be pressured and procrastinate than ask for help. Also about 90% equivalent to 163 students agrees that they get a feeling of anxiety when they know they're procrastinating. Tie up with 80% of the students agrees that they work best under pressure, avoid setting personal deadlines and avoid setting a daily schedule for how they want to use their time. Tie up with 78% of the students agrees that they procrastinate most in classes in their major and also classes outside their major. The admission of the students as to the extent of their procrastination gives light to the study of the researcher. See Table 3 for other situations with its equivalent percentage not specified thereof.

40% of the students disagrees that they do give up when a task gets too difficult. 38% of the students disagrees that they procrastinate often in doing things quickly but incorrectly and have to redo them. Followed with 32% equivalent to 58 students disagrees that they wait until a crisis arises or the semester is ending before taking action. Also about 31% disagrees that they are bad at prioritizing. 30% of the students disagrees procrastinate much less when working on group assignments.

From the researcher's observation, when asked what would help them procrastinate less, the researcher got various replies. There was the humorous "graduating" to the serious "creating a schedule and sticking to it." Most of the responders needed self-motivation, determination, and exciting teachers. The responders' stated that the school environment is also a factor because of the classrooms which are not well ventilated and causes heat inside the classroom. This is clear to the students who become unmotivated to do the work. Students are also looking for purpose, excitement, and motivation in their classes.

4. CONCLUSIONS

The result of the study indicated that the sample size of 181 students representing the 329 of them are mostly procrastinators although with different factors and extent of procrastination when posed to such situations. Majority of them procrastinate because they get easily distracted. Citing the situations with higher scores who strongly agrees, agree, disagrees and strongly disagrees. Ranging in the strongly agrees column with 33% of them strongly agrees that they procrastinate when they do not see what the point of the task is. 93% of them agrees that they often try several things at

once and don't complete many. 40% of the students disagrees that they give up when a task gets too difficult. And tie up scoring 4% of the students strongly disagrees that they wait until a crisis arises or the semester is ending before taking action and just before studying, they waste time. The admission of the students as to the factors and extent of their procrastination and also the realization that they are aware of themselves gives light to the study of the researcher.

Based on the findings and conclusions of the study, it is therefore recommended to the School Administrators given the support of Surigao del Sur State University and coordination with the Guidance Placement Center that there is a planning and conducting of educational and counseling programs that deal with procrastination with proper methods for the students' personality traits.

This program will be beneficial to students, as the primary recipients of this study to check their self-assessment with themselves. For the parents as the secondary recipients of this study for them to understand why their children are procrastinating and to be mindful if they are also tolerating their children at home which would also reflect how the child performs and acts at school.

For guidance counselors, who provides advises with the extent of their procrastination which has not only a negative impact on the students' academic achievement but it hinders it too. And for instructors who has the immediate access to the students, they should be knowledgeable as to what would be the best approach when such situation arises.

5. REFERENCE

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