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INVESTIGATION THE RELATIONSHIP BETWEEN ACADEMIC PROCRASTINATION WITH PSYCHOLOGICAL HEALTH AND ACADEMIC ACHIEVEMENT AMONG THE STUDENTS OF FARHANGIAN UNIVERSITY IN ORUMIYEH

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ABSTRACT

The purpose of this research is to study the relationship between Academic procrastination and psychological health and Academic achievement among the students of Farhangian University in Orumiyeh. The methodology is correlation descriptive and the population includes all the 1295 BA students of Farhangian University in Orumiyeh. The sample is selected randomly and it includes 297 students based on the Morgan Table. Two questionnaires were employed to generate the data, one to evaluate laziness for the students and the other the Goldberg questionnaire of psychological health. Also, the students' educational files have been used. The results from the Pearson Correlation revealed that there is a positive and meaningful relation between Academic procrastination with its components- doing homework, getting ready for an exam, and writing semester report- and psychological health, and there is a meaningful negative relationship between Academic procrastination with its components- doing homework, getting ready for an exam, and writing semester report- and Academic achievement. Also, the results from the step-by-step multi-regression method indicated that form the components of Academic procrastination, the two factors of doing homework and studying for the exam make up for the 35 % the total score of the psychological health, and the factor studying for the exam makes up 0.02 % of Academic achievement. Due to the fact that there is a relationship between Academic procrastination and psychological health and Academic achievement of students, it is recommended to fight against negligence, especially in academic settings, to improve psychological health and Academic achievement of students.

Keywords: *Academic Procrastination, Psychological Health, Academic Achievement, Farhangian University*

INTRODUCTION

Today, students in academic environments face a lot of behavioral habits which inhibits their academic achievement. Some of these habits include postponing homework and doing homework in last due dates. These behavioral habits are referred to as Procrastination. Procrastination is defined as a self-adjusting performance and behavioral orientation for postponing what is necessary for achieving goals (Hoseini and Kheiri, 2009). In simpler words, we mean by Procrastination postponing study for the sake of preparation in an inappropriate time and one of the clear examples of this phenomenon is studying for preparation for exam which is known as exam night study.

According to complexity level and cognitive, emotional and behavioral components, procrastination has different aspects; such as academic, decision making and temptation procrastination the most important of which is academic procrastination. According to Still (2007), academic procrastination depends upon two classes of position and personality factors. Position factors including delay in awarding, homework annoyance and personal factors such as self-control and low self-consciousness, mental disorder and lack of progress motivation, hesitancy, trait anxiety and lack of energy. Golestani and Shorki (2013), believe that procrastination is an action whose main purpose – at first glance – is to make life more suitable but in most of the cases, its consequence is nothing but stress, mental mess and successive failures.

Various probable reasons are noted for academic procrastination among students. Researchers note low scores and academic performance (Hosein and Soltan, 2010), problems of public health (Yasemi *et al.*,

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2012), low confidence and self-esteem (Abolghasemi *et al.*, 2012), low self-efficacy (Klassen *et al.*), fear from failure and homework and assignment hatred (Fatima *et al.*, 2011) and cognitive lack of confidence as (Golestani and Shorki, 2013) as related to procrastination.

One of the other variables which is intended in this research and is seemingly related to negligence is psychological health. Psychological health is significant for students' relationships in school and its importance manifests itself in family and social relationships and other aspects of life.

Researches define psychological health as the ability for making balanced and coordinated relations with others, changes and modifications of social and personal environment and solving personal conflicts and tendencies in a logical, fair and appropriate manner and believe that mental health is not solely being free from psychological disorders, but it is the ability of reaction to various types of life experiences in a flexible and meaningful manner (Omindvar, 2013).

According to experts, mental health is related to personal welfare, family relationships, interpersonal and role of person in society and group. Mental health plays an undoubtedly and pivotal role in developing thinking and communication skills, emotional growth, flexibility and self-esteem of person from birth to death. Moreover, people who are mentally healthy have more balanced behavior, self-esteem, positive feeling to themselves and others and an explicit, truthful and sound behavior with others. Conversely, people of low mental health, cannot have an appropriate interaction with others and the experience a sense of guilt, mistrust and submissiveness in social relations. They express fear, anxiety and depression (Santa, 2007). Mental health allows someone to recognize emotional and mental talents and abilities and play role successfully in home, school, workplace and society. By considering this issue that mental health is one of the most important resources of human life and contributes to the life quality of people and promotion of social goals, awareness from factors affecting and threatening health seems necessary.

According to results of some studies, various types of procrastination frequent among students which doubles the importance of recognition and addressing the reasons of prevalence of it. For instance, researches revealed that 70% of students and 20% of people has procrastination orientations (Savari, 2012). According to some researchers, procrastination is the serious problem of most of students so that it negatively affects their academic achievement and life quality (McKane *et al.*, 2012).

The important issue is that despite of extensive researches in recent years about procrastination, the reasons of this comprehensive problem remained unknown (Tmanayi *et al.*, 2012) and carrying out more studies regarding this problem seems necessary. Therefore, author intends to perform a study correlatively to investigate the relationship between academic negligence and mental health and academic achievement among students of Farhangian University so that it can find new aspects and dimensions of the reasons of procrastination for explaining personal and academic specifications of students.

MATERIALS AND METHODS

Regarding the method of research for investigating the relationship between academic procrastination, mental health and academic achievement of students, descriptive method from correlative type is used for evaluating the relationship between above variables. Statistical population of research includes BSc students of Farhangian University in Urmia which are 1295 students according to statistics of training center of education organization. Among them, 571 are female and 724 are male. For selecting sample in this work, by considering gender, random sampling is used with equal ratio in both classes. Based on Morgan table, sample volume included 297 people from which 131 were female and 166 were male.

To measure the variables, following tools were used:

Procrastination Assessment Student – Scale: this scale was designed by Solomon and Roth (1984) for studying the academic procrastination in three fields of homework preparation, preparation for test and preparation of semester report including 21 items. In front of each item, a four scale ranging from “rarely” (score 1) to “almost always” (score 4). In addition to 21 questions, six questions (7, 8, 18, 19, 26 and 27) were considered for measuring two characteristics of feeling uncomfortable about procrastination and tendency toward abandoning this habit. Designer of questionnaire suggested that these six questions are not considered for calculation of validity and reliability of questions. To determine the reliability of 21

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question scale, Cronbach alpha coefficients and for determination of validity, factor analysis and item correlation with overall score were used.

Mental health questionnaire: this questionnaire was prepared for measuring mental health in 1987 by Goldberg. This questionnaire is the most recognized tool I psychiatrics which had considerable effect in progress of research and is extensively used for understanding mental disorders other than psychosis. This tool has 28 questions and includes four secondary scales: a) physical signs, b) anxiety signs, c) social performance and d) depression each of which have 7 questions. Those who expressed no discomfort about issued of the questionnaire in last month, get 0 score and if they express discomfort, they get 3 scores. This questionnaire includes questions corresponding to mental disorders ranging from 0 to 84 scores. In mental health questionnaire, score higher than 23 is the interface between normal and suspected people. Psychometrics quality of this test for Iranian sample is studied separately. Validity coefficient for this scale is reported as much as 0.81. Moreover, Cronbach alpha of this tool is as much as 0.88 which is an acceptable coefficient (Najafi *et al.*, 2012).

Academic document: for measuring the academic achievement of students, overall GPA of last semester was used.

RESULTS AND DISCUSSION

In table 1, descriptive indices for variables academic procrastination, psychological health and academic achievement including mean and standard deviation as well as correlation matrix were reported for variables.

Table 1: Descriptive indices and correlative matrix for academic procrastination, psychological health and academic achievement

6	5	4	3	2	1	S.D	Mean	Variable	No.
					1	6/32	19/06	Homework preparation	1
				1	0/59**	5/78	20/95	Preparing for test	2
			1	0/68**	0/60**	6/09	21/87	Semester report preparation	3
		1	0/84**	0/86**	0/83**	19/78	78/32	Academicprocrastination	4
	1	0/60**	0/41**	0/46**	0/57**	11/46	23/09	Psychological health	5
1	-0/34**	-0/15**	-0/10	-0/13*	-0/12*	1/95	16/67	Academic achievement	6

* $p < 0.05$, ** $p < 0.01$

According to table 1, preparation of homework has positive and significant relationship with mental health in 0.01 level ($r=0.57$). Relationship between preparing for test and mental health is significant in 0.01 level as well. Relationship between variables is shown in table below.

Table 2: Summary of regression model, variance analysis and statistical characteristics of psychological health for components of homework preparation and preparing for tests

S.E	R ²	R	Significa nce level	F	Mean of sum of squares	df	Sum of squares	Indices Model	Step
9/47	0/32	0/57	0/001	139/32	12484/33	1	12484/33	Residual	1
					89/60	295	26433/82	regression	
9/31	0/35	0/59	0/001	77/51	6718/13	2	13436/26	Residual	2
					86/67	294	25481/90	regression	

Now, for predicting psychological health from components of academic procrastination (homework preparation, preparing for test and semester report preparation), step-by-step multivariate regression is

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used. In first step, homework preparation variable and in second step, preparing for test entered the equation and maintained their significance during two first steps. Component of semester report preparation had no significant effect on psychological health and therefore, it was eliminated from the equation. In table 2, results of regression analysis are summarized.

Step 1: predictive variable: homework preparation

Step 2: predictive variable: preparing for test

According to results of table 2, it can be seen that in explaining psychological health from components of preparation of homework and preparing to test, sum of the variables explain and predict 0.35 of the variable variance. Value of F is significant for all personal variables in 0.0001 level. In table 3, non-standardized and standardized regression coefficients and their significance level are reported.

Table 3: Step-by-step regression coefficients of psychological health for predictive variables

Significance	t	β	Standard error b	B	Indices Variables
0/001	7/67	0/45	0/11	0/82	Preparation of homework
0/001	3/31	0/20	0/12	0/38	Preparing for tet

According to table 3, effect of preparation of homework on psychological health (0.45) is positive and significant in 0.001 level. Effect of preparing for test on psychological health (0.20) is positive and significant in 0.001 level. Since high scores in psychological health means higher level of disorder, positive effect of two variables on psychological health means that higher scores in procrastination in preparation of homework leads to lower psychological health.

For prediction of students academic achievement, from components of academic procrastination (preparation of homework, preparing for test and preparation of semester report), multivariate regression was used as step-by-step in which variable of preparing for test entered the equation in the first step and maintained its significance. Components of preparation of homework and semester report had no significant effect on academic achievement and therefore, they were removed from the equation. In table 4, results of regression analysis are reported.

Table 4: Summary of regression model, variance analysis and statistical characteristics of academic achievement in component of preparing for test

S.E	R^2	R	p	F	Mean squares	df	Sum squares	of Indices Model	Step
1/94	0/02	0/13	0/03	4/78	17/97	1	17/97	Residual	1
					3/75	295	1108/43	regression	

Step 1: predictive variable: preparing for test

According to table 4, it can be concluded that in explaining academic achievement component, this variable predicts and explains 0.02 of the variance of variable. Value of F observed for all personal variables is significant in 0.05 level. Non-standardized and standardized coefficients and significance of them are summarized in table 5.

Table 5: Step-by-step regression coefficients of academic achievement for component of preparing for test

P	t	β	Standard errorb	B	Indices Variables
0/03	-2/19	-0/13	0/02	-0/04	Preparing for test

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According to table 5, effect of preparing for test on academic achievement (-0.13) is negative and significant 0.05 level. Therefore, negativity of the effect of this variable on academic achievement illustrates the fact that higher score of someone in procrastination in preparing for test leads to lower academic achievement.

Conclusion

In present paper, relationship between academic procrastination and psychological health and academic achievement among students of Farhangian University was studied. Results revealed that there is a positive and significant relationship between academic procrastination and its components; preparation of homework, preparing for test and preparing semester report with psychological health. Since high scores in questionnaire of psychological health illustrates the presence of psychological problems, it can be said that by increasing academic procrastination, psychological health of students increases. Furthermore, results of regression analysis showed that components of preparation of homework and preparing for test, predict and explain totally 0.35 of the variance of variable.

This results are in agreement with that of Yasemi *et al.*, (2012) and Ferrari and Patel (2004) which illustrated a positive and significant relationship between some of the psychological problems and academic procrastination.

Researches performed in the field of procrastination reveal that although it is possible that procrastination makes no problem in short-term for someone, this leads to anxiety, depression and behavioral disorders in long-term. Therefore, procrastination can be a potential barrier for academic achievement and psychological health of people. Furthermore, in confirming above findings, it can be said that academic procrastination is related to negative emotional experiences so that emotional problems such as fear from failure, anxiety, depression, fury and anger are effective in initiation and permanence of procrastination (Savari, 2012; Zarrati and Kheir, 2014; Tamanyi and Mansouri, 2014). Psychological health is inversely related with such psychological problems. Hence, experiencing negative emotions may lead to reduction of students' mental health.

In this way, Walters believes that regardless of etiology, procrastination is a maladaptive behavior due to negative cognitive and emotional consequences. There are evidences that procrastination of students is directly related with pessimism and stress and inversely related to optimism, in addition, procrastination is positively related to depression, psychosis, oblivion, impractical stimulation and emotion finding (Tamanayi *et al.*, 2012). Furthermore, Nasri *et al.*, believe that there are a lot of problems which are related to academic procrastination such as weak academic achievement, physical problems, anxiety, confusion, irresponsibility and mental health.

Moreover, results revealed that there is a negative and significant relationship between academic procrastination and components of preparation of homework and preparing for tests and academic achievement. By increasing academic procrastination; that is, procrastination in preparing for tests and preparation of homework, academic achievement of students reduces. In addition, among three components of academic procrastination, only component of regression analysis results illustrated that preparing for test could predict and explain variance of variable. This is consistent with results of Tavakoli (2013), Balics and Dureau (2009) which state that there are academic problems in students with academic procrastination.

It seems that finding such result is not so unexpected. According to Balics and Dureau (2009), although some of the students benefit from working under pressure and choose procrastination consciously, procrastination is accompanied with more procrastination in behaviors and negative consequences such as late carrying out homework, losing them, hurrying in their preparation, exam anxiety, using methods of self-incapability, fear from failure and low progress and abandoning study when there are more attractive alternatives and overall weak performance in exams. Therefore, of consequences of academic procrastination is the low academic performance of students.

In this regard, Mac Kane *et.al* found out that limitation of student life, lack of an appropriate understanding about the due date for homework and participating in non-academic activities have a significant relationship with academic procrastination. In general, delay in study is related to low grades

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and academic failure. In summary, according to theoretical background and findings of this work, it can be said that there is a relationship between academic procrastination and academic achievement. Therefore, it is recommended to provide group trainings for improving mental health and academic achievement of students for confronting procrastination specifically in academic fields.

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