

Investigating the Effect of Procrastination (procrastination) Among Adolescent Students on their Negligence Rate

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ABSTRACT

The current study was carried out to investigate the effects of adolescent (middle aged) students' procrastination on Negligence rate whose parent were educator or non-educator parents in Lorestan Province in West of Iran during academic year of 1393-94 Iranian calendar. Research population included 2175 students from whom 339 were assigned to research sample using randomized clustering sampling design. The collected research data were analyzed through two t-tests, Independent Sample T-test and Paired sample T-test by applying SPSS, version19. The analysis of the research data indicated that there was a significant relationship between the variables.

KEY WORDS: Procrastination, Negligence, Fall-off.

INTRODUCTION

As a form of procrastination, academic procrastination is defined "an irrational tendency to delay at the beginning or completion of an academic task" (1). Academic procrastination seems to be more common constituting a problem of epidemic proportions among college students (2). Solomon and Rothblum(3) found that 46% of students reported that they procrastinate on academic tasks at least half of the time. Ozer et al. (4) reported that 52% of students procrastinate on academic tasks. Considerable research has found that procrastination is related to depression (5), stress (6) worry (7) motivation (8) and poor academic performance (9-12). According to Burka and Yuen (13), the academic procrastination behaviors can help the individuals to decrease the negative impacts of the disturbing feelings they might experience. Specifically, procrastination is associated with increased stress, as well as delays in seeking medical treatment(14).

On the characteristics of procrastination individuals is postponing decision making process. Acute procrastination in decision making can lead to acute procrastination in performing the assigned homework since the procrastination person can make a decision on the exact time to perform the actions or cannot prioritize the activities to done (15).

Procrastination in making decision and performing responsibilities properly can create stressful reaction in individuals which include losing a sense of control over life (a sense of loneliness) in conjunction with adverse reactions concerning mental and physical well-being (16).

Procrastination, as a part of ordinary life, is regarded as an appropriate response and adaptation in all societies. Loss of procrastination or abundant procrastination can lead to encountering considerable difficulties and harmful risks. Procrastination, moderately and constructively, makes human beings to make their best attempt to carry out their duties in appropriate time according to which they make their lives more prolific and permanent (17). In the same vein, some extent of procrastination is necessary for a layman. Unfortunately this extent is not always low (18).

Previous research found these demographic variables as potential indicators of procrastination tendencies(19-22),forever Some distinguished figures such as Elhampoor(23), Mirza(24), Changizi Ashtiani, shams, &Begi (25) and finally De Civita et al.(26), investigated the relevant variables, but we examined the Parents' Job (Educator and Non-educator Parents). So The purpose of current research study was to investigate the effect of adolescent students' procrastination of educator an nom-educator parents in Lorestan province, Iran in academic year of 93-94 Iranian Calendars.

Research hypotheses can be stated as follows:

The Effect of Procrastination on Students' Fall-off is significantly Different among Students of Educator Parents and Non-educator Parents.

The Amount of Procrastination in Students of Educator Father and non-educator Parents in Significantly Different.

The Amount of Procrastination in Students of Educator mother and non-educator Parents in Significantly Different.

There is a Relationship between Students' Procrastination and THE Rate of Fall-off.

There Effect of Procrastination on fall-off is Different among Males and Females.

RESEARCH METHODOLOGY

Research population included adolescent students, both males and females, of educator and non-educator parents attending Lorestan Province in academic year 93-94 of Iranian Calendar. Research Sample was chosen with regard to the probability of the incidence of procrastination among students, which was reported to be 30-50 percent according to scientific texts and resources. The number of participants in research sample was considered maximum. Due to the fact that the study encompasses both senior and junior high schools the number of research participants was doubled of which 336 students were chosen to be assigned to research final samples. They were categorized into different categories on the basis of their parent's job, educational level, and gender.

The sampling method was to choose, among Lorestan educational districts, two districts randomly. Then two, males and females, Junior High schools and four Senior High School (total 6 schools) were randomly selected. Students were, on the basis of their parents status be educator or non-educator, assigned to selected school equally but separately according to their gender. However selection of student's non-educator parents was, due to their few cases, on the basis of sample statistics. Other students were chosen randomly.

The collected data were analyzed using frequency table, mean percentage, standard deviation, and description statistics, along with covariance and regression test.

RESULTS

According to Table 4-1 above the maximum mean score for students' procrastination in junior high school girls of educator parents 30.8 and the minimum one was of the male's students of the educator parents, 19.09. The highest mean scores for procrastination in senior high school students was that of girls of Non-educator parents, 30.90 whereas the lowest mean score was of the males students of educated parents, 25.20. Also the highest mean scores related to procrastination on the test, was that of girls of non-educator parents, 30.02 while the lowest mean score associated with test was that of boys of educator parents, 23.50.

The amount of procrastination of students of educator and non-educator parents is different. According to the results of the following Table, mean score of test procrastination for students of educator parents was 26.25 whereas the mean score of test procrastination for students of non-educator parents was 28.29. The results of T-test indicate that there was no significant different between two groups ($p = 0.1$). So the hypothesis signifying that the amount of procrastination for students of educator parents and non-educator parent is different was rejected.

The first Hypothesis: There is a significant difference between procrastination of students of educator and those of non-educator parents.

As it is indicated in above table, interaction of father's and mother's job does not have any effect on the extent of test procrastination of students ($p = 0.2$). Therefore the second hypothesis "The extent of test procrastination from students of educator father and students of non-educator parent are different" and the third hypothesis "The extent of test procrastination in students of educator mother and students of non-educator parents are different" are not approved. The extent of difference was 0/002 meaning that only two percent of individual differences can be attributed to interaction of father's and mother's job.

As it is indicated in above table, interaction of duration, gender, and parents job does not have any effect on students procrastination ($P = 0.4$).

Therefore, the hypothesis postulating the "the extent of procrastination of senior and junior high school students are different according to gender and parents' job", was rejected. The extent of difference reported to be 0.001. In other words, only one percent of individual differences in procrastination can be accounted for by the interaction of course, parents' job, and gender.

Table- 4-1: Mean Score and Standard Deviation of Students Procrastination According to Parents' Job

Standard Error of Mean	Mean	Frequency	Mother's Job	Father's Job	Gender	School
16.1	30.8	42	Educator	Educator	Females	Senior High School
13.30	28.9	42	Non-educator	Non-educator		
16.50	29.50	42	Educator			
14.20	30.40	42	Non-educator			
13.70	19.90	42	Educator	Educator	Males	
14/40	22.60	42	Non-educator	Non-educator		
41.70	27.60	42	Educator			
16.80	28.20	42	Non-educator			
17.90	25.20	42	Educator	Educator	Females	Senior High School
14.60	28.70	42	Non-educator	Non-educator		
15.80	29.70	42	Educator			
15.30	30.09	42	Non-educator			
15.90	28	42	Educator	Educator	Males	
12.50	29.10	42	Non-educator			

12.07	29.50	42	Educator	Non-educator	Females
12.80	27.90	42	Non-educator		
17.1	28.30	84	Educator	Educator	
13.90	28.80	84	Non-educator		
16.09	29.60	84	Educator	Non-educator	Males
14.60	30.20	84	Non-educator		
15.40	23.50	84	Educator	Educator	
13.80	25.90	84	Non-educator		
13.40	28.60	84	Educator	Non-educator	
14.90	27.60	84	Non-educator		

Table (4-2): Comparing the Amount of Procrastination in Educator and Non-educator Parents

T-test Results	Standard Deviation	Mean score	Frequency	Parents' Variables
t = 1.6	15.8	26.25	168	Educator
P = 0.1	14.80	28.29	168	Non-Educator

Table (4-3): Summary of Covariance Analysis of the Second and Third Hypothesis.

Statistical Power	Mean Differences	Significance Difference	Test score	Variance	Degree of Freedom	Sum of Squared	Difference Source
24/	0.003	0.2	1.6	327.8	1	327.08	Father's Job
22	0.002	0.2	1.4	293.2	1	293.2	Mother's Job
23	0.002	0.2	1.5	308.9	1	308.9	Interaction of Mother and Father's job

Table 4-4: Summary of co-variance Results of the Fourth Hypothesis

Statistical Power	Mean Differences	Significance Difference	Test score	Variance	Degree of Freedom	Sum of Squared	Difference Source
45	0.005	0.06	3.4	686.1	1	686.1	Duration
99.99	0.05	P<0.0001	35.7	7089.07	1	7089.07	Gender
6	0	0.7	0.13	26.8	1	26.8	Interaction of Duration and Gender
11	0.001	0.4	106.1	106.1	1	106.1	Interaction of duration and gender with parents

There is a relationship between student's procrastination and fall-off rate.

As indicated in table 4-5 above, there exists a significant relationship between mean scores and students procrastination ($p < 0.001$). Therefore research hypothesis was approved with 99.9 statistical power. Regression co-efficient shows a negative relationship meaning that the lower the mean score, the lower the procrastination will be whereas there net relationship between mean score and procrastination was 0/09 that indicates the fact that nine percent of individual differences is common among two variables. So the extent of relationship is nine percent and meaningful.

Table 4-5: The Relationship Between Mean Scores and Procrastination of Students.

Statistical Power	The extent of relationship	Significance Level	Co-variance Analysis	Sum of Co-efficient	Regression Co-efficient	Indicators
99/99	./. 9	P< 0.001	65.5	13013.3	-2.6	Average and Procrastination

There is a Relationship between Parents' Age and Procrastination.

As indicated in table 4-6 above, there does not exist a significant relationship between father's age and students procrastination ($p = 0.5$). Therefore research hypothesis was rejected with 9 percent statistical power. The net relationship between father's age and students' procrastination was 0.001 meaning that only 0.10 percent of individual differences in common between two variables. So the extent of relationship was 0.01 and was not significant. Besides, there doesn't exist a significant relationship between mother's age and students procrastination ($p = 0.6$). Therefore research hypothesis was rejected with 7 percent statistical power. The net relationship between father's age and students' procrastination was 0.00 meaning that individual differences are not common between two variables. So the extent of relationship was 0.00 and was not significant.

Table 4-6: The Relationship Between Parents' Age and Students' Procrastination

Statistical Power	The extent of relationship	Significance Level	Co-variance Analysis	Sum of Co-efficient	Regression Co-efficient	Relationship among Indicators
.9	0.001	0.5	0.3	70.2	8.1	Father and Procrastination
.7	0	0.6	0.2	49.5	-8.2	Mother and Procrastination

There is a Relationship between Parents' Educational Level and Students' Procrastination

As indicated in table 4-7 above, there doesn't exist a significant relationship between father's educational level and students procrastination ($p = 0.9$). Therefore research hypothesis was rejected with 5 percent statistical power. The net relationship between father's age and students' procrastination was 0.00 meaning that none of father's differences are common between two variables. So the extent of relationship was 0.00 and was not significant. Besides, there does not exist a significant relationship between mother's educational and students procrastination ($p = 0.6$). Therefore research hypothesis was rejected with 45 percent statistical power. The net relationship between father's educational level and students' procrastination was 0.005 meaning that five percentage points of individual differences are common between two variables. So the extent of relationship was 0.05 and was not significant.

Table 4-7: The Relationship Between Parents' Educational Level and Students' Procrastination

Statistical Power	The extent of relationship	Significance Level	Co-variance Analysis	Sum of Co-efficient	Regression Co-efficient	Relationship among Indicators
.5	0.00	0.9	0.009	1.6	-4.8	Father and Exam Procrastination
.45	0.005	0.6	3.3	669.8	-1.2	Mother and Test Procrastination

DISCUSSION AND CONCLUSION

According to the results of Table (4-2), the extent of test procrastination among the students of educator parents was not different from that of students of non-educator parents ($p = 0.01$). The results of table (4-3) indicates that the extent of procrastination among the students of educator father and that of non-educator parents and also the extent of test procrastination of students of educator mother and that of students of non-educator parents were not, at all, significant ($p = 0.2$). It should be pointed that the maximum mean score for test procrastination in table (4-1) was that of students of non-educator father and educated mother while the minimum mean score for test procrastination in Table (4-1) was that of students whose fathers were educator and non-educator mothers. In general, the results of above-mentioned Tables show that being the offspring of educator father is accompanied with low levels of test procrastination whereas being the offspring of educated mother is accompanied with higher levels of test procrastination. It seems that extreme strictness from the parts of parents is the main underlying reason of procrastination. They, apparently, want to make up for their unfulfilled aspiration for which they have been blamed and generalize them to their children. Therefore they have high expectations which their children need to fulfill. Accordingly, they provide conditions for procrastination. In addition, unreasonable and inappropriate comparisons with other children can create a sense of humility, diffidence, inability. Worry with regard to their performance will increase in children. The additional point is that parents disregard their children's attempts, achievements, and place more emphasis on possible failures and shortcomings. The very fact that parents accentuate shortcomings and failures can create sense diffidence in students and weaken their performance.

The results of Table (4-4) above also indicated that there is not a meaningful difference between the procrastination of students in junior high schools and that of senior high school students on the basis of their gender and parents job ($P = 0.06$). Of course, the difference in mean scores showed that the extent of test procrastination in senior high school students were greater than junior high school.

According to scientific texts and database, the increase in the age can lead to increase in general procrastination (27). According to other sources, the amount of test procrastination will increase when people grow up (17). Mean difference between senior high schools and junior ones has also verified this finding in current study.

The point should be made that since students experience in test taking increases in one hand and they recognize the important role of the tests in their educational, occupational, and social status on the other hand, with increasing educational status and age the extent of test procrastination will decrease automatically particularly in first graders in high school where the students are entering new phase of development and encounter new courses. In forthcoming years, as they getting ready for Entrance Universities Examination they experience grater amount of test procrastination. In current situation, it is extremely important that student's passé their courses quite successfully since their current educational position will, in the future, determine their occupational and educational position in the future. But the very important fact needs to be taken into account that in spite of significant differences between two groups, their differences are not statistically significant. The results of previous studies indicated that there is a significant difference between the extent of test procrastination of boys and girls ($P = 0.0001$), indicating that girls are more likely to experience test procrastination.

The results of the current studies are in line with that of famous scholars in the field such as Abolghasemi and Najarian(17). The result of searching the available sources and database indicated that the incidence of test procrastination is greater in females than males(27).

The results of investigations indicated that girls have more self-confidence than boys. Therefore the sense of diffidence and fear in competitive and evaluative situation are more common among them.

On the other side's gender-oriented differences in procrastination is properly clarified in role accepting since girls are encouraged to accept procrastination as a distinctive features for females and understand that capitulate easily when encountering procrastination whereas boys are inspired to develop a defensive mechanism when facing procrastination since they tend to regard it as a threat to their sense of virility. The results of Table (4-5) showed that there is significant but negative correlation between the extent of test procrastination and achievement.

Procrastination, in addition to interfering recalling process, can in some cases weaken learning and reminding processes to the extent that person cannot concentrate on instructional material during the process of studying and pay more attention to personal variables and self instead of focusing on given assignments. This lack of attention or inadequate attention result in inappropriate storing, defected learning, hindrance in recalling and proper performance.

From the viewpoint of psychology this justification seems logical. The existence of procrastination in anxious people is more perceivable for themselves than others. When a person performance may be affected and defected as the results of procrastination and others are not aware of it, they start to criticize or belittling him. These reproaches, belittles, and inappropriate comparisons can result in decreasing self-confidence and efficiency in person to the extent that his performance will be negatively affected by them. This vicious circle can result in aggravating and weakening of the performance. From the perspective of physiology, the incidence of procrastination is accompanied by some changes in the body such a way that sympathetic system in the body will be activated and excrete some hormones in the body. These changes make the person to lose his balance and experience lack of securing. Insecure person and with physical provocation face problem in concentration and his concentration will be easily distracted.

The results of Table (4-6) indicated that there is not a significant relationship between test procrastination and father's age ($p = 0.5$) and that of mother's age (0.6). In different aging groups, parents may have different behavioral patterns toward their children. Younger parents have more strict rules for children to follow. Mature parents impose some strict rules on their children, are more likely to supervise them exactly, and have some strict codes of behaviors which expect their children to fulfill.

The results of Table (4-7) indicated that there does exist a significant relationship between test procrastination and father's educational status ($p = 0.9$) and that of mother ($p = 0.6$). Higher education can increase understanding, information, and parents' awareness in one hand. On the other hand, it can make parents many troubles since it decreases the supervision on parents. Regarding educated parents, conclusion can be drawn that majority of them are employed and spend hours outside, far away family members. However less educated parents, despite of having little knowledge, and information, can devote more time to family members and can prompt them to perform their homework.

Finally, in both cases, parents create some expectations for their children to fulfill. Educator parents expect, through creating disciplinary expectations, them to have larger extent of them, try to achieve them. Less educated parents, on the other hand, would like their children to achieve what they lost previously. So different parents, on the basis of their education status, have transmitted different expectation to their children. All in all, if parents have regarded different educational and occupational expectations and wanted them to fulfill them, their children's expectations also increase.

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