A Study of Academic motivation, procrastination and stress among university students

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Abstract: *Procrastination is a tendency of postponing task that became increasingly prevalent among students in recent years and this behaviour may be related to academic motivation that leads to acute stress among them. Therefore present research has attempted to identify the difference between male and female students on academic motivation, procrastination and stress. For this purpose 50 male and 50 female students were selected. For measuring the whole group the procrastination behaviour scale developed by Mohsen Haghbin & Timothy A. Pychyl (2015), for measuring stress DASS scale developed by Lovibond S.H. and Lovibond P.F. (1995) and academic motivation scale (AMS-C 28) developed by Robert J. et al. 1992-1993 were administered. Present study reveals that gender plays a determining role in academic motivation, procrastination and stress.*

Key Words: *Procrastination, Academic Motivation, Stress, Behaviour.*

1. INTRODUCTION:

Procrastination is a very general and prevalent problem that can take a control on the physical psychological health and wellbeing (Flett, Blankstein, & Martin, 1995; Sirois, Melia-Gordon, & Pychyl, 2003; Tice & Baumeister, 1997). Furthermore, Procrastination is commonly a self- discipline or self-regulatory failure for achieve certain goals, they tend to be involved in activities which rather prefer short term rewarding goal over long term benefits (Aremu, Williams, & Adesina, 2011). Procrastination prevails in every culture and every part of the society. It's around 20-25% male and female procrastination chronically prevails in fields of academic, professional, social relationships and finance (Balkis & Duru, 2007; Ferrari & Díaz-Morales, 2014). To assess the financial losses due to procrastination behavior a survey conducted by H&R block found that it cost $473 million in overpayment in 2002 due to hurry and consequent errors (Kasper, 2004).

Such type of procrastination behavior causes panic, stress, restless nights and hassle in everyday life while some cause delay in payment others cause delay in assignments or preparation for examination (Sadeghi , 2011). Moreover, Procrastination behavior is very usual phenomenon in academic settings (Rabin, Fogel, & Nutter-Upham, 2011). Approximately 30 % to 60% of undergraduate students fully indulge in delaying behavior, which includes writing term papers, weekly assignments, and studying for exam to the point at which optimal performance becomes highly unlikely (Ellis & Knaus, 1977; Janssen & Carton, 1999; Kachgal, Hansen, & Nutter, 2001; Onwuegbuzie, 2004; Pychyl, Lee, Thibodeau, & Blunt, 2000a; Pychyl, Morin, & Salmon, 2000b; Solomon & Rothblum, 1984). Procrastination has an effect on both male and female. Some studies show that female do procrastination lesser than male. According to Brownlow and Reasinger (2000) study shows that lack of extrinsic motivation (β = -.32, ΔR^2 = .8, F(2, 43) = 9.94) and Perfectionism (β =.64, ΔR^2 = .23, F(1,44) = 13.50) both cause the procrastination in females, while in male students external attribution style (β = . 30, ΔR^2 = .09, F(2,45) = 5.49) and lack of extrinsic motivation (β = -.32 , ΔR^2 = .10 , F(1,46) = 5.34) were the contributor of academic procrastination. In another study male show higher procrastination behavior in four subscales which were academic tasks, academic attendance, reading weekly assignments and school activities in general than female students (Essays, UK. (November 2013). Similarly, a tendency to procrastinate in males is more than female (Balkis & Duru, 2009). Although, there are other studies which show that procrastination usually is seen in female students (Washington, 2004; Rodarte-Luna & Sherry, 2008). However, many of the consequences of procrastination behavior drive towards the further unhealthy outcomes, these may cause anxiety, ill health, depression, irrational beliefs and low self-esteem (Solomon & Rothblum, 1984). In some studies, It has been found that perceived stress, daily hassles, and negative life event were significantly correlated with procrastination (Flett, Blankstein & Martin 1995). Other studies show that high level of procrastination and high level of stress, some degree, were related with poorer mental health and poorer cognitive functioning (Stead, Shanahan, & Neufeld, 2010), although, there are various role of stress in expression of procrastination and health-related outcomes (Sirois, 2007; Sirois et al., 2003; Sirois & Tosti, 2012). According to Sirois (2013), lower level of self compassion was significantly related to procrastination, and a lower level of self-compassion partially described the indirect effect of procrastination on stress. Therefore, for better comprehension of procrastination and stress direct and indirect relationships is crucial to evaluate and establish the more empirical researches, the gap between the researches cause the lack of understanding between the procrastination and stress, while gender, demographic and types and another

independent variable may have an influential role over procrastination and stress or interaction effects. In Academic settings there are certain types of factors may have a partially or fully effects over procrastination and stress outcomes. There are some motivational factors as well. Motivation is a driving force towards certain type of action. Studies show that important connection between two constructs, self regulation and motivation has been found (Schunk, 2005) while intrinsic motivation has been found significantly negatively related to procrastination (Rakes, & Dunn, 2010). According to Steel (2007), a meta Analysis on 691 shows conscientiousness as indicated by organization, self control and academic motivation, were also strong predictor of procrastination behavior. However, other studies did not examine the direct relation between procrastination and motivation but mention there constructs such as self regulation and self-handicapping (Midgley and Urdan 2001; Milgram & Toubiana 1999). There are very few studies have been conducted to assess the direct link between procrastination, stress and academic motivation. Procrastination and its dimensions may have an impact on level of stress person poses or type of motivation on level of procrastination and stress while gender plays a crucial role and it's still poorly understood phenomenon, while gender difference on level procrastination, stress and academic motivation lacking its credential findings in research. Moreover, Intrinsic and extrinsic motivation both play a crucial role in engagement of work and commitment towards the goal. But studies show that an increase in intrinsic motivation causes the higher level of emotional experiences, overall wellness/well being and quality of engagement (Deci and Ryan 2000). In contrary to this, another study shows that intrinsic motivation is essential, but not adequate to encourage positive behavior or restrict the negative behavior and found that intrinsic motivation not effective enough to avert the procrastination (Katz, Eilot, & Nevo, 2014).Conclusively we can hypothesize that some time procrastination has an effect on motivation or vice verse. There are very few of evidence for direct link between extrinsic motivation and procrastination but many shows the intrinsic motivation have an influential role on procrastination. Instead, of this there is also an interaction effect of stress and motivation to predict the academic performance , it shows that in medical students perceived stress and their academic motivation influence their academic performance which can have a enormous impact on their psychological well-being and quality of life (Ahn, Park, Baek, & Chung, 2007).

3. OBJECTIVES OF THE STUDY:

- To assess the levels of academic motivation and its dimension on genders.
- To assess stress between genders.
- To assess the level of procrastination and it dimension on genders.
- To compare the male and female on level of procrastination, stress and academic motivation on genders.

4. HYPOTHESES OF THE STUDY:

- There is no significant difference between male and female students on the dimensions of academic motivation.
- There is no significant difference between male and female students on the dimensions of Procrastination.
- There is no significant difference between male and female students on stress.
- There is no significant difference on procrastination, stress and motivation between male and female students.

5. METHOD:

The whole sample size consists of total 100 students divided into two groups 50 male and 50 female 50 students selected through convenient sampling process from Aligarh Muslim University.

Tools

- Procrastination behavior scale developed by Mohsen Haghbin & Timothy A. Pychyl (2015).
- Stress DASS scale developed by Lovibond S.H. and Lovibond P.F. (1995).
- Academic motivation scale (AMS-C 28) developed by Robert J. et al. (1992-93).

All scales were administered on both female and male students. Further t test was applied to identify the difference between them. The whole analysis was done with the help of SPSS version 20.

6. RESULT AND DISCUSSIONS:

Table: showing the difference between female and male students on academic motivation (and its dimensions), procrastination (and its dimensions) and stress.

Variable	Group	N	Mean	sd	df	T	Sig
IM-to know	Female	50	21.10	4.837	98	4.021	.000
	Male	50	16.92	5.536			
IM-towards Accomplishment	Female	50	17.82	5.565	98	.702	.484
	Male	50	17.10	4.643			
IM-to exper. Stimulation	Female	50	18.60	5.349	98	1.313	.192
	Male	50	17.34	4.173			

EM-identified	Female	50	20.38	5.421	98	3.138	.002
	Male	50	16.88	5.727			
EM-introject	Female	50	18.82	6.778	98	.036	.972
	Male	50	18.78	4.072			
EM-external regulation	Female	50	19.52	5.708	98	1.201	.233
	Male	50	18.32	4.162			
Amotivation	Female	50	12.30	5.991	98	4.186	.000
	Male	50	17.06	5.362			
Academic motivation	Female	50	128.54	29.218	98	1.111	.269
	Male	50	122.36	25.960			
PB-Irrational Delay	Female	50	15.94	5.734	98	2.034	.045
	Male	50	17.96	4.189			
PB- Hedonistic Delay	Female	50	14.74	5.322	98	1.476	.144
	Male	50	16.08	3.590			
Procrastination	Female	50	30.78	10.169	98	1.993	.049
	Male	50	34.04	6.217			
Stress	Female	50	16.74	8.221	98	3.043	.003
	Male	50	21.36	6.907			

The above table is presenting the differences between male and female college students on academic motivation (and its dimensions), procrastination (and its dimensions) and stress. The whole measures of academic motivation have been divided into seven dimensions namely- intrinsic motivation to know, intrinsic motivation-towards accomplishment, intrinsic motivation to experience stimulation, external motivation-identified, external motivation-introject, external motivation-external regulation and amotivation. The measures of procrastination behaviour are divided into two dimensions viz. irrational delay and hedonistic delay. The stress scale consists of total items in a one-dimensional form.

On the measures of intrinsic motivation to know, the mean score of female (21.10) is found higher to the mean score of male (16.92), showing the significant difference between them. It can be interpreted that on this dimension of academic motivation female are intrinsically motivated to know and learn the new things and concepts than male who are found less intrinsically motivated to know the things. To execute their academic behaviour female are more intrinsically motivated while male are not as much intrinsically motivated as female are in this study.

On the basis of mean value gained by both female (17.82) and male (17.10) on the measures of intrinsic motivation- towards accomplishment, there is found insignificant difference between them. This shows that both male and female are equally motivated in accomplishing the learning task. Similarly both the groups of female (18.60) and male (17.34) have obtained almost equal mean scores on intrinsic motivation to experience stimulation that also shows insignificant difference between female and male. On the basis of obtained results it can be explained in a way that both female and male are equally desired to experience the encouragement to learn the academic task.

On the dimension of external motivation-identified, the mean score of female (20.16) is higher than the mean scores of male (16.88) and the difference between both the mean scores has been found statistically significant. It indicates that female students have clear understanding about the external object that motivates them to learn the academic task in comparison to male student whose understanding about the external object is not as much clear as female students have. But it does not mean that male students cannot understand the academic assignments, the reason behind they don't want to do so.

But both the groups of female and male have obtained similar mean scores 18.82 and 18.78 respectively on the dimension of external motivation-introject showing no difference between them. Introject simply refers to identification of the external objects within himself/ herself, here external motivation- introject means that how much one is externally motivated to internalize the concept or academic things within himself/ herself. Therefore this can be interpreted that both female and male are found equal on external motivation to introject the academic concepts within himself/ herself.

On the dimension of external motivation- external regulation, insignificant difference emerged between the mean values 19.52 and 18.32 gained by female and male respectively, while a significant difference has emerged between the mean scores of female and male 12.30 and 17.06 respectively on the dimension of amotivation. Amotivation stands for absence of motivation neither negative nor positive. On the basis of mean value both the groups are equally amotivated in academic task but the level of their amotivation is found less according to the whole scores on this dimension.

But when all the scores on the different dimensions of academic motivation have been summed up, both female and male have secured mean scores 128.54 and 122.36 showing insignificant difference. Although this

difference is not much larger but if we evaluate the mean value gained by female students on academic motivation is higher than the male students which shows that female students are more academically motivated than male students. Both the groups of female and male have measured on the two different dimension of procrastination behaviour that is irrational delay and hedonistic delay. On the measures of irrational delay, male students have got higher mean value (17.96) than that of female (15.94) and the difference between the mean values has been found significant. It shows that male students postpone their academic task without any genuine reason more than female students. While on hedonistic delay, which represents the delaying of task pleasurably, there is no significant difference has been found between the mean scores obtained by female (14.74) and male (16.08) students can be interpreted that both the groups have almost similar tendency of postponing the academic task willingly. But as a whole on the measures of procrastination behaviour the mean value of female is 30.78 which is lesser than the mean value of male i.e., 34.04 and the difference between both the mean values has been got significant showing that male students exhibit more procrastination behaviour than female students.

Further on the measures of stress the mean value obtained by female is lesser (16.74) than the mean value obtained by male (21.36) showing significant difference between female and male on stress. It can be interpreted that male students are highly stressed that female students.

7. CONCLUSION:

This study reveals that female are found higher on academic motivation and its all dimensions than male while male are higher on the procrastination behavior and stress than female.

8. LIMITATIONS AND FURTHER RESEARCH SUGGESTIONS:

The short size of the sample may become the cause of insignificant results on some dimensions of academic motivation scale; therefore large sample size should be used for conducting future research to get more relevant results. All the scales are only for educated people so the results cannot be generalized to everyone literate or illiterate. Sample was collected from the same college so students from different academic system may provide different results.

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