

# Millennial's Procrastination: Factors and its Relation to Academic Performance

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Asia Pacific Journal of Multidisciplinary Research

Vol. 8 No.3, 107-114

August 2020

P-ISSN 2350-7756

E-ISSN 2350-8442

www.apjmr.com

ASEAN Citation Index

Date Received: April 20, 2020; Date Revised: July 17, 2020

**Abstract** –This research aimed to determine factors of procrastination of selected Filipino millennial and its academic performance of Office Administration students in NCR (National Capital Region). It also sought to answer whether the skills and competencies acquired are relevant to their respective work. The factors considered were: (a) Locus of Control (LOC) and (b) Parenting style. The researchers used descriptive approach for the study and random sampling for the size of respondents. A total of 366 students aged 16 to 32 years old from second year to fourth year college were surveyed using survey questionnaire consisting of (a) Locus of Control Scale; (b) Parenting Authority Questionnaire; and (c) Procrastination Assessment Scale for Students. The findings of the study exhibit contrast to several past researchers with regards to academic procrastination, parenting styles and academic performance. The results show a moderate high procrastination level among the respondents. Results revealed the Authoritative style is dominant parenting style and academic Procrastination is significantly correlated with Academic Performance of the students. Also, revealed that the factors Locus of Control and Parenting style were not significant in academic performance of college students. The more the students procrastinate it will lead to poor academic performance of the students. It is recommended that the students shall learn to balance education from leisure and focus on their goals.

**Keywords** –Competencies, Locus of Control, Parenting Styles

## INTRODUCTION

Procrastination is defined as “to be slow or late about doing something that should be done and furthermore, to delay doing something until a later time because you do not want to do it or because you are lazy, etc.” (Merriam-Webster). Due to internet age, many think of it as a very modern phenomenon. In some ways, it is a modern phenomenon, but procrastination was also an ancient issue. Milgram and Toubiana [1] referred procrastination as “essentially a modern malady and it is not a simple of avoidance, which may under a certain circumstance be a highly logical decision”. Ferrari et al. [2], viewed it as “fascinating, highly complex human phenomenon for which the time has come for systematic theoretical and therapeutic effort”. According to Sarah Stodola in her article entitled “Procrastination through the Ages: A Brief History of Wasting Time” [3], there were few evidences from ancient time of how people procrastinated, but we know that it was happening, and not in isolated cases. Even in the period of Renaissance, procrastination has already emerged and became a practice of people living that time. Leonardo

da Vinci spent 16 years on the Mona Lisa alone, and not necessarily because the Mona Lisa was a particularly difficult painting for him. But when he should have been painting, Leonardo often took to doodling in his notebooks instead. “This is his method of procrastinating”, the article stated.

Over the past couple of decades academia has begun to take up procrastination as a worthy subject for research, with studies, analyses, and even a book of philosophical essays. According to Solomon [4]“it is reasonable to conclude that the first procrastination arrived the same day as the first assigned task”. Likely having unfolded with the emergence of a division of labor in which failing to complete a job no longer spelled immediate doom, and with the invention of diversions with which to enact the procrastination, like village gossip, say, or a board game, the earliest known of which was played around 3500BC. Procrastination or task aversion is the act of needlessly delaying tasks to the point of experiencing subjective discomfort and is an all-too-familiar problem [4].

There are many kinds of procrastination. A specific form of procrastination is called academic procrastination. It refers to the purposive and needless delays in the beginning or completing tasks [5]. This type of behavior is extremely prevalent for college students. It was projected that 95% of students engage in procrastination [4] and that upperclassmen that have spent more time in college than freshman or sophomores were more likely to procrastinate [4],[6]. It was also found that 46% of undergraduate college students procrastinate when writing a term paper, 27.6% when studying for an exam, and 30.1% for weekly assignments [4],[6], [7]. However, some of these students do want to change their habits, 35% reported that procrastination was a personal problem and 62% reported that they would like to reduce the habit [6].

Procrastination is a worldwide problem and issue. A global online survey conducted by StudyMode [8], an ed-tech company stated that the number of students who are involved in procrastination is increasing. Most of them spent time doing things that are irrelevant to their studies. The findings show that procrastination is widespread, with 87% of high school and college students saying they procrastinate, and 45% report procrastination negatively impacts their academic performance. The results of the top distractions include watching television or movies, using social media and sleeping are the factors that initiated students to procrastination.

In Asia particularly in Japan, there is an article entitled "Procrastinators Without Borders: Do the Japanese waste more time than we do"[9]. It stated that Japanese plucky graduate students in search of untrammelled academic terrain, present the field of cross-cultural procrastination. Slacking off may not be as sexy, as well as sex, but like sex everyone seems to do it. The handful of cross-cultural studies that have been done suggest that procrastination is one of those concepts, like color or time, that occurs in other cultures, even if those other cultures have their own ways of seeing it and dealing with it (Smith, 2008) [8].

Meanwhile, in China there is an article entitled "56 Procrastination" written by Chan and posted last April 9, 2008 [10]it states that" Regardless, people everywhere know that Asians love to procrastinate. The reasons for this phenomenon can be traced thousands of years back to ancient China." This means that procrastination is being practiced during Ancient time. Even the best international school in the

Philippines was having issues when it comes to the student circumstances that are procrastination. It seems like only a few are able to avoid from this destructive habit. They are setting themselves up for failure because time management is a big part of becoming successful in life.

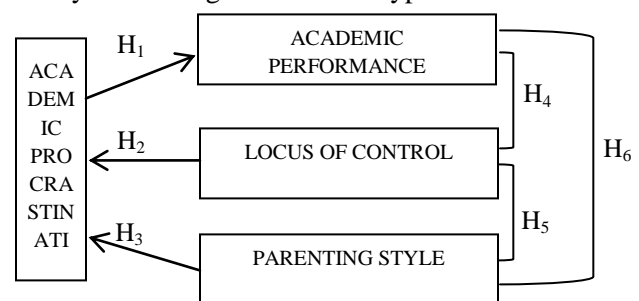
Filipino *mañana habit* or what we call as Procrastination have possible factors that affect students' academic performance in school. Academic procrastination is the prevalence of self-perceived problem that results in reducing the academic performance of the students and increase stress and poor value of life. This kind of dilatory behavior or postponing tasks that are much more important and putting it off later is the habits of students [11]. The students who procrastinate are notorious for putting off their task later [12], in which the students may results failure in their exams due to their lack of attention on studying, rather than their intellectual capacity. However, some students procrastinate because of the averseness of the task given and to some extent, spontaneous enjoyment. The common concept of procrastination is maladaptive due to its relation to the failure of managing and regulating one's goal, but it can be also adaptive, in which students use it as a coping mechanism against anxiety [13].

**OBJECTIVES OF THE STUDY**

The main objective of the study is to determine the factors causing Filipino millennial students to procrastinate. It also aimed to determine if there are any correlations between these factors. Researchers used the Locus of Control, Parental Assessment Questionnaire and PASS as tools for the study.

**RESEARCH PARADIGM**

A relationship research paradigm was used in the study illustrating the research hypotheses.



**Figure 1. Research Paradigm**

**Hypotheses**

The researchers aimed to prove the following hypotheses:

- H<sub>1</sub>:** Academic procrastination affects academic performance.
- H<sub>2</sub>:** Locus of Control has significant effect on academic procrastination.
- H<sub>3</sub>:** Authoritative Parenting Style has significant correlation with the academic procrastination of the students.
- H<sub>4</sub>:** Locus of Control has significant correlation to academic performance.
- H<sub>5</sub>:** Locus of Control and Authoritative Parenting Style has significant correlation.
- H<sub>6</sub>:** Authoritative Parenting Style has significant correlation with the academic performance of the students.

**MATERIALS AND METHODS**

The researchers used descriptive method in determining the procrastination factors and its impacts to the academic performance. To determine the respondents, simple random sampling technique was used to the students in different universities offering Bachelor of Office Administration in NCR. Each individual were chosen entirely by chance and had an equal chance of being included in the sample. The following are the criteria which delimited the study and served its purpose; (1) the participants must be 16 years old and above, anyone who is under 16 years old were not qualified either (2) the participants must be second year to fourth year level; (3) the participants must be an Office administration student.

The Cochran formula was used by the researchers to calculate the ideal sample size, given a desired level of precision, desired confidence level, and the estimated proportion of the attribute present in the population

**Table 1. Total Population and Sample Size of State University and Colleges in NCR**

State University and Colleges	Population	Number of Respondents	%
EARIST	518	72	20%
UCC	259	38	10%
CUP	195	33	8%
PUP	308	45	12%
RTU	500	69	20%
TCU	512	71	20%
UMAK	259	38	10%
<b>TOTAL</b>	<b>2551</b>	<b>366</b>	<b>100%</b>

The researchers conducted a survey to the different universities reflected in Table 1. In terms of sex, most of the respondents surveyed were female,

14.86% while 25.14% were male. Age: 20-24 years old (56.83%), 16-19 years old (40.16%) and 25-32 years old (3.01%).

The researchers administered the adapted survey questionnaire that includes the Locus of Control [14], Parental Authority Questionnaire [15] and Procrastination Assessment Scale [4] for Students. After answering the survey, the questionnaires were retrieved on the same day. The data were tabulated and treated using the Statistical Package for Social Sciences (SPSS) version 22 to arrive and produce accurate data for the study.

To interpret the data gathered according to the objectives of the study, the researchers used the following statistical tools: frequency and percentage distribution, weighted mean, and Pearson Product-Moment Correlation.

**RESULTS AND DISCUSSIONS**

The researchers used the General Weighted Average of the previous semester of the students as measurement of academic performance of the respondents.

**Table 2. Frequency and Percentage Distribution of Respondents in General Weighted Average**

GWA	Academic Performance	f	%
<b>1.00-1.43</b>	Excellent	41	11.20
<b>1.44-1.87</b>	Very Good	126	34.43
<b>1.88-2.31</b>	Good	197	53.83
<b>2.32-2.75</b>	Satisfactory	2	0.55
<b>Total</b>		<b>366</b>	<b>100.00</b>
	<b>Average GWA</b>	<b>1.89</b>	<b>Good</b>

As shown in Table 2, the mean average of the students GWA is 1.89 which is interpreted as Good. Looking at individually, it shows that most of the respondents had an average grade ranging from 1.88-2.31 (53.83%) which is interpreted as Good and 1.4-1.87 (Very Good) with 34.43% of the total respondents. Only 11.2% had an Excellent (1.00-1.43) and only 0.55% had a Satisfactory grade.

**Table 2. Locus of Control of the Respondents**

Locus of Control	Frequency	Percentage %
<b>External</b>	172	47%
<b>Internal</b>	194	53%
<b>Total</b>	366	100.00
Mean LOC Score	<b>11.58*</b>	<b>External</b>

\*1-11=External LOC; 12-23=Internal LOC

Table 2 presents the Locus of Control of the respondents. The mean LOC score showed 11.58 which exhibited as internal Locus of Control. Note that no literatures indicate what the ideal value is for LOC; hence the researchers assigned its own value.

Looking at the individual results, it shows that majority of the respondents possessed an Internal Locus of Control with a percentage of 53% while 47% were Internal Locus of Control. However, there was also a relatively large percentage of External Locus of Control which is 48.36%. This is the same in the study of Locus of Control of Dollinger [16] stated that internal locus of control also displayed higher scores on the trivia test, suggesting greater attention to course relevant material and higher incidental learning.

According to the concept of Rotter [15], a person who exhibit Internal LOC believed that they control over their life actions. For example to students, when taking an exam, the results matter whether the result is pass (then praising their selves) or failed (blaming their selves).

**Table 3. Parenting Style of the Respondents' Parents**

Parenting Style	Weighted Mean	Rank
Permissive	34.83	2
Authoritarian	33.33	3
Authoritative	35.24	1

Table 3 revealed the dominant parenting style employed to students. Based on the result, Authoritative parenting style ( $m=35.24$ ) is commonly employed among students. Based on Diana Baumrind's theory [17], this style exhibits high expectations and demandingness from the parents for achievement and maturity but also warm and responsive. Though parents set rules and boundaries, they managed to have and open discussion and reasoning, hence students appear to be happy, contented, and independent, with good- esteem, sociable, healthy mental health, exhibits less violence and have a higher academic success. Steinberg et al, [18] and Hickman and Crossland [19] further noted that authoritative parenting style are more supportive and helps their students in getting leading edge in their studies.

Looking at the results in Table 4, it revealed that students have high level of procrastination in the six areas of academic activities. Studying for Exams has the highest mean value of 6.3005, which by

experiences and observations of the researchers were true to most of their students. Though Academic Admin Tasks (5.9454) and Attendance Tasks (5.8934) had a value closer to low procrastination (may be interpreted as moderate procrastination), it still implies procrastination in these areas.

**Table 4. Level of Procrastination of each Academic Areas**

Academic Areas	Weighted Mean	Level of Procrastination
Writing A Term Paper	6.2322	High
Studying for Exam	6.3005	High
Keeping Up Assignments	6.2213	High
Academic Admin Tasks	5.9454	High
Attendance Tasks	5.8934	High
School Activities	6.0082	High
PASS Score*	<b>36.6011</b>	<b>High</b>
PASS Freq**	<b>1.84</b>	<b>High</b>

\*1-30- Low Procrastination; 31-60= High Procrastination

\*\*1-5= Low Procrastination; 6-10= High Procrastination

The mean of the PASS Score is 36.6011 and PASS Frequency is 1.84 which implies high procrastination on academic tasks. The results are relative to the study of Klassen, et al (2007)[20] on academic procrastination, self- efficacy and self-regulation. The results of their study recorded high tasks procrastination, where students are also prone to procrastination particularly in writing tasks, studying tasks, research tasks, reading tasks, and talking with the instructors.

**Table 5. Significant Relationship between Academic Performance and Academic Procrastination**

Variables	Correlation Coefficient (r)	p-value	Decision
<b>Procrastination (PASS Score) *</b>	.136*	.009	Accept Ha
<b>GWA</b>			

\*Significance at p-value .05.

When looking at the correlations between Academic Performance and Academic Procrastination, it revealed a coefficient of .136 (positive weak correlation) and a p-value of .009. By rule of significance, the result is significant, thus, Hypothesis 1 was accepted. Hence, it implies that the when student procrastinate with its academic tasks, its academic performance will directly affected. On the other hand, the lower the level of procrastination, will lead to a higher academic performance. This is the

same in the study of Harriott and Ferrari [21] reported 20 % of adults engage in procrastination. In academic settings, previous studies reported 23-52% of undergraduate students suffer from procrastination [22],[23].

On the study of Klassen et al. [20], procrastinators were classified as negative and positive. The findings revealed that negative procrastinators was reported to have a lower GPA, higher levels of daily and task-specific procrastination and lower predicted and actual class grades.

**Table 6. Significant Relationship between Locus of Control and Academic Procrastination**

Variables	Correlation Coefficient (r)	p-value	Decision
Procrastination (PASS Score) *	-0.067	.204	Accept Ho
LOC Score			

\*Significance at p-value .05.

As shown in the Table 6, result showed a correlation coefficient of -0.067 and a p-value of 0.204 (0.204>0.05) indicating the acceptance of the null hypothesis. This means that there is no significant relationship between locus of control and procrastination. The result rejected the Hypothesis 2 of the study (see Research Paradigm). This is the same in the study of Reynolds [24] on Factors affecting Academic Procrastination. This implies that the disposition or life fullness of the students is not affected with their academic procrastination.

**Table 7. Significant Relationship between Parenting Styles and Academic Procrastination**

Variables	Correlation Coefficient (r)	p-value	Decision
Permissive	.015	.771	Accept Ho
Authoritarian	-.025	.635	Accept Ho
Authoritative	-.049	.350	Accept Ho

\*Significance at p-value .05.

When academic procrastination is correlated with the parenting styles (see Table 7), it revealed no significant relationship at all parenting styles. Correlation coefficients ranged from -.049 to .015 which indicates negative and positive very weak correlations. The results imply that Academic Procrastination is not affected by Parenting Styles employed to the students. This, by rule, rejects

Hypothesis 3 of the study. The result is also congruent to the findings of Reynolds [24] where neither Permissive, Authoritarian nor Authoritative parenting styles have significant relationship with academic procrastination. Same case when correlated separately as high or low procrastinator; and financially dependent and independent students.

To further determine significant correlations between the variables, a secondary correlation analyses were conducted.

**Table 8. Significant Relationship between Locus of Control and Academic Performance**

Variables	Correlation Coefficient (r)	P-value	Decision
LOC Score * GWA	.078	.137	Accept Ho

\*Significance at p-value .05.

When LOC is correlated to Academic Performance, a coefficient of .078 and p-value of .137 was obtained. The values signify no significant correlations between the two variables. This rejects Hypothesis 4 of the study. The result implies that the life fullness of the students, whether internal or external LOC, is not affected by academic procrastination of the students. This has the same results in the study of Perry and Penner [25] in their study of Value of Locus of Control. It tells that Locus of Control doesn't affect Academic Performance. These, however, is contrast to some researches which indicates that Locus of Control affects internally and externally the ability of the students in the academics [26]. Results of various researches were varied such that today's generation are far different from the past. Students in particular have the ability to handle to academic tasks in different manner and approaches.

**Table 9. Significant Relationship between Parenting Style and Locus of Control**

Parenting Styles	Correlation Coefficient (r)	p-value	Decision
Permissive	.102*	.050	Accept Ha
Authoritarian	-.026	.617	Accept Ho
Authoritative	-.008	.913	Accept Ho

\*Significance at p-value .05.

When looking at correlations between the parenting styles and the Locus of Control, Table 9 showed that Permissive parenting style has significant relationship ( $p=.050$ ) with the life fullness of the students. However, authoritarian and authoritative parenting styles were insignificant to locus of control.

**Table 10. Significant Relationship between Parenting Style and Academic Performance**

Parenting Styles	Correlation Coefficient (r)	P-value	Decision
Permissive	.098	.060	Accept Ho
Authoritarian	.072	.069	Accept Ho
Authoritative	.023	.666	Accept Ho

\*Significance at  $p$ -value .05.

As shown in Table 10, there is no significant relationship between the parenting styles and the academic performance of the students. The result rejects the Hypothesis 6 of the study. This is similar to the study of Mahasneh, Bataineh and Al-Zoubi (2016)[27] entitled “The Relationship between Academic Procrastination and Parenting Styles among Jordanian Undergraduate University Students”. The study of Masud et al (2016) [28] also found authoritative parenting style as no significant relationship with academic performance but significantly correlated with self- efficacy but not with permissive and authoritarian parenting styles. The insignificant relationship results of this study are further explained by Fang et al. [29] and Gonzales et al. [30] which according to them one of the reasons of insignificance is that there are other individual variables that mediate or strengthen the relationship of parenting styles and academic performance. Other reason is that an individual is going old and the role and control of their parents decrease and have no influence on their education as adolescents [28].

## CONCLUSION

The findings of the study exhibit contrast to several past researchers with regards to academic procrastination, parenting styles and academic performance so as with the correlations these. Based on the results, students have a good academic performance as evident by their GWA. Large portion of the college students have an internal locus of control which students were able to control the outcomes of their actions. Parents employed high demandingness and responsiveness to their students

but find time to listen to opinions. College students exhibit moderate to high procrastination level in academic tasks particularly in the six areas- writing a term paper, studying for exams, keeping up assignments, academic admin tasks, attendance tasks and school activities.

With regards to correlations, academic procrastination affects the academic performance of the students. High academic procrastination resulted to low school performance. Moreover, life fullness (Locus of Control) is not a factor in academic procrastination and academic performance of the students. However, it is a significant aspect to students with permissive style of parenting. Parenting style, in general is not a factor in delaying academic tasks and academic performance of the students.

## RECOMMENDATIONS

The parents should maintain the blend of warmth and control in dealing with their child. Though students are getting older having their own decisions, parents shall still oversee, monitor and direct their children at certain extent whether academic or personal matters.

Procrastination in general, is inevitable. However, in the part of the students, they shall practice time management for their academic tasks and shall maintain good academic performance. Moreover, college is stressful for students, thus, it is necessary to have a positive modest and disposition in life to cope with the stress. Students shall learn to balance education from leisure and focus on their goals. Participating in extra-curricular activities helps lessen the stress.

Educators/ teachers as the key in transferring knowledge to students shall also play their part in interesting ways. Since students more often procrastination in academic tasks, giving of assignments, reports and other subject requirements shall be given in advance or in a timeframe that the students have the ample time to do those. References and materials are another issue/ problem students' worry when doing assignments. Most of the time, students have the hard time of approaching their teachers due to anxiety or fear, hence, attitude towards their students shall be considered. Furthermore, students shall develop or improve their teaching strategies in a way that the students will feel the interest in the subject.

The institution also plays a very critical role in the academic performance of the students. Devising a

more comprehensive, concrete and industry- patterned curriculum is very important in the education of the students. The school also should provide or conduct activities such as seminars and others that will help in the professional development of their instructors. School activities for the students also are important to develop their social, emotional and academic skills.

The researchers further suggest separate or related studies that will consider other aspects of students relative to procrastination and academic performance.

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