



Academic Procrastination of Undergraduate Nursing Student: A Cross-Sectional Study

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Abstract

BACKGROUND: The learning system carried out online during the COVID-19 pandemic increasingly supports students to delay working on assignments.

AIM: The purpose of this study was to explore the academic procrastination of students during a pandemic.

METHODS: This research using a cross-sectional study research method with 399 nursing students as respondents, data were collected using Google Forms which was circulated online, data were processed using descriptive, Pearson, and linear regression methods.

RESULTS: Pearson's results show that there is a positive correlation for age, fear of failure, aversiveness of task, difficulty making decisions, dependency, lack of assertion, risk taking, and rebellion against control. The results of the linear regression test showed that aversiveness of task, dependency, and lack of assertion were the strongest predictors of students' reasons for procrastinating.

CONCLUSION: Academic procrastination by students, if carried out continuously and repeatedly, will have an impact on academic performance, grades, and mental health.

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Introduction

In March 2020, when the World Health Organization announced that COVID-19 was a pandemic [1], there was a major change in the learning system from face to face to online. The change in the learning system from conventional in the classroom to online learning requires the readiness of teachers and students, they must adapt to the learning system from home [2], online learning readiness is strongly supported by internet network, because if the connection is bad, it will be an ineffective learning [3].

Academic procrastination is delaying in starting to do academic tasks that should be completed by an individual [4]. Rothblum [5] mentions that the indications of academic procrastination are because fear of failure and neglect of duty. Procrastination on this task is a phenomenon that is considered normal among adults and students [6]. In the context of higher education, there are several perspectives used in explaining procrastination, namely, the motivational perspective – the will and the situation experienced by students which are considered very relevant to support the occurrence of procrastination [7]. Many previous studies related to

academic procrastination in students, one of which was conducted in Iran [8] showed that students procrastinate because of fear of failure and low self-regulation. A research conducted by Rizkyani [9] in Indonesia showed that students had high-level procrastination during pandemic COVID-19 and online learning. The role of the internet is also one of the factors that support students to do procrastination [10], students who spend a lot of time playing the internet and social media make them reluctant to start doing academic tasks.

Previous research on procrastination has revealed that procrastination in normal learning situations is not a pandemic, even though the studied learning is related to online methods, as Cheng [11] found that students who take online courses also tend to procrastinate because it is related to procrastination awareness and motivation, and is indirectly related to the perceived course structure. Cheng suggested that all technology components should be user friendly and easily accessible so that procrastination can be minimized during the online course. The procrastination both online and offline is always related to the psychological condition and time management of students themselves [12] then what about student procrastination during a pandemic

Table 1: Pearson correlation among variables

	1	2	3	4	5	6	7	8	9	10
Frequency of procrastination	-									
Gender	0.05	-								
Age	0.16**	0.01	-							
Fear of failure	0.54**	0.01	0.06	-						
Aversiveness of task	0.61**	0.09	0.06	0.73**	-					
Difficulty making decisions	0.59**	0.07	0.02	0.83**	0.77**	-				
Dependencies	0.56**	0.09	0.05	0.70**	0.69**	0.84**	-			
Lack of assertion	0.53**	0.02	0.10**	0.66**	0.64**	0.67**	0.53**	-		
Risk taking	0.39**	0.06	0.01	0.47**	0.52**	0.55**	0.54**	0.35**	-	
Rebellion against control	0.49**	0.13**	-0.02	0.66**	0.67**	0.74**	0.69**	0.52**	0.56**	-

**p < 0.01

where all learning processes are carried out online? Hence, the purpose of this study is to explore the procrastination of nursing students during the COVID-19 pandemic.

Methods

This research used a cross-sectional study method, and 399 nursing students in East Java and Bali filled out the questionnaire completely. The instrument used was the Procrastination Academic Scale Student (PASS), this instrument was developed by Rothblum [5] and it has translated to Bahasa version and has been tested for validity and reliability with Cronbach's alpha value of 0.6615 on the frequency of procrastination and 0.9136 on the reasons for procrastination. PASS consists of two parts, the first part was about the frequency of procrastination which consisted of 18 questions using an Likert style which includes writing a term paper, studying for exams, keeping up with weekly reading assignments, academic administrative tasks, and attendance bag. For each of these items, students must complete three rating scales indicating their degree of procrastination (1 = never procrastinate and 5 = Always procrastinate) and whether procrastination is considered a problem for them (1 not all problem and 5 always a problem). The second part is about reasons for procrastination which consists of 26 items with categories of fear of failure, aversiveness of task, difficulty making decisions, dependency, lack of assertion, risk taking, and rebellion against control (e.g., "you had too many other things to do.") For each reason, students were asked which reason reflected themselves on a 5-point Likert scale, where 1 = not at all reflects why I procrastinated and 5 = definitely reflects why I procrastinated. The instrument has been approved by the ethics board of the Universitas Nahdlatul Ulama (KEPK No. 034/EC/KEPK/UNUSA/2021); the instrument in the form of Google Forms is distributed online for nursing students, on the first page of the questionnaire, there is an informed consent that must be filled out by students by adhering to the principle of confidentiality, and there were 399 responses from students who filled in completely. Data analysis used Pearson correlation and linear regression.

Results

Table 1 shows that procrastination was positively related to age, fear of failure, aversiveness of task, difficulty making decisions, dependency, lack of assertion, risk taking, and rebellion against control with a range from 0.02 to 0.84 ($p < 0.01$). Moreover, in addition, a positive relationship was also found on all subscales except that the relationship between rebellion against control and age had a negative relationship.

Table 2 shows that collectively, the predictors have affect the frequency of procrastination with a strong level of correlation ($r = 0.664$), but partially fear failure, difficulty making decision, risk taking, and rebellion against control have no effect on the frequency of procrastination ($p > 0.05$).

Table 2: Result of linear regression analysis

Variables	R	R2	F	t	B	p
Frequency of procrastination	0.664	0.442	44,162			0.000
Fear of failure				0.253	0.026	0.801
Aversiveness of task				4.650	0.466	0.000
Difficulty making decisions				0.169	0.026	0.866
Dependencies				2,748	0.454	0.006
Lack of assertion				3,491	0.729	0.001
Risk taking				0.833	0.149	0.406
Rebellion against control				-0.054	-0.013	0.957

Discussion

The results showed that there was a relationship between the components of reason procrastination; fear of failure, aversiveness of task, difficulty making decisions, dependency, lack of assertion, and risk taking with procrastination frequency. Reason of procrastinations refers to self-management regulation of students. In general, students who do procrastination have low self-regulation, where they have a high level of dependence on friends, have difficulty making decisions, and are less assertive for themselves and others. This is supported by a learning system that is carried out online which has an impact on the opportunity for mental health disturbances, such as perception of incompetence, unpleasant feelings such as discomfort while the task has not been done which will have an impact on negative thoughts and emotions [13]. The physical and mental condition of students during the

coronavirus outbreak affected the level of stress and anxiety [14] stress from college assignments that were almost every day, stress about the unfinished pandemic condition and made them always stay at home, and anxiety about the financial condition of parents [15] as well as anxiety about contracting the coronavirus. This situation increasingly affects the learning motivation and academic performance of students [16].

Table 3: Descriptive statistics for all variables (n = 399)

Variable	Mean	SD
Gender		
Male (n = 57)		
Female (n = 342)		
Age	20.36	1.604
Frequency of procrastination	24.32	7.082
Fear of failure	14.86	4.875
Aversiveness of task	14.34	4.670
Difficulty making decisions	13.98	4.471
Dependencies	9.04	3.157
Lack of assertion	5.11	1.868
Risk taking	4.19	1.901
Rebellion against control	4.57	1.829

The most powerful things that students do as predictors in doing the first procrastination are aversiveness of task, dependency, and lack of assertion (Table 3). Solomon and Rothblum [5] proposed that the task of aversiveness and fear of failure are the main factors in academic procrastination. While in this study, fear of failure did not have a significant effect, this occurs because the essay and group assignments given will still get sufficient marks to help academic performance [17], while interpersonal dependence on colleagues in doing the task can even affect the dysfunctional procrastination [18]. In online learning using Zoom media, Google Classroom, and other media, it gives students the opportunity to do other things during the learning process, for example, by turning off the camera while zooming in while students can while eating, playing cell phones, chatting with people around them even until someone sleep, this makes learning ineffective [3] and also the frequencies of students using social media impacted to their stress and their anxiety level [19].

In addition to aversiveness of task, dependency, and lack of assertion, the age level of students is also associated with the occurrence of procrastination, this is in line with research conducted by Khan in Islamabad [20] which states that the age of < 20 years has low procrastination, and the age of students over 20 years has a high level of procrastination, this is also expressed by Rahimi and Hall [21] who found that the level of procrastination in undergraduate students is lower than graduate students. On the other hand, the results showed that gender had no significant relationship with the frequency of procrastination, this is different from what Khan said [20] which stated that there is a difference in the level of procrastination between men and women, in this case, the results that are not significant for gender occur because between male and female students are in the same situation and condition in Table 3, online learning feels more tiring and less effective.

Conclusion

The subscale of reasons for procrastination was found to be related to the frequency of procrastination. However, aversiveness of task, dependency, and lack of assertion are strong factor as the reasons students procrastinate. The limitations of this study are the unequal distribution of sex between men and women, and the respondents taken are only from one nursing study program so that the frequency of procrastination cannot be compared with students of other study programs.

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