

Academic Procrastination Factors for General Nursing Students

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Abstract:

Background: The goal of nursing profession is to prepare the nurses to meet diverse needs of the patients, delivering holistic care to the patients. It is the need of the hour for the Nursing students to utilize their knowledge, skills, and technologies to practice independently and collaboratively with all health professionals. Any type of negligence in their work may result in dire consequences.

Method: Descriptive Survey Research design was adopted for a study to assess the Academic Procrastination factors for General Nursing students at selected Schools of Nursing, Bhopal, with Sample size of 50 General Nursing students.

Result: Result revealed that majority, 35 nursing students were male whereas 15 were females, majority of students (18) were in age group of 22-23 years, 32 students were in GNM 3rd year, mostly (43) resided in Urban area, majority (44) belongs to nuclear family, and 28 mothers as compared to 41 fathers of students were educated. Out of 50 respondents who were the subjects of research on the causes of academic procrastination, namely: 12 respondents (24%) said that it was caused by habit, 15 respondents (30%) answered Poor time management, 23 respondents (46%) said it was due to Tiredness, 28 respondents (56%) said it was due to peer pressure, 22 respondents (44%) due to Low motivation, 14 respondents (28%) answered unclear tasks, and 36 (72 %) said it was due to Deadlines for submission. Majority of nursing students 38 (76%) were moderately affected by Personal factors, and by Environmental factors only 26 (52%) students were moderately affected as compared to academic factors at 12 (24%) students who were moderately affected.

Conclusion: The study concluded that personal and environmental factors have more effects on academic procrastination as compared to academic factors

Keywords: General Nursing Student, academic procrastination, factors of academic procrastination, effect on students.

Introduction: Nursing had undergone identity crisis from a long time but, Covid -19 has made worldwide population to look at nursing from a different view, thus making a tremendous impact on Nursing as a profession. Many has viewed nursing as a noble profession whereas many has backslid from this profession.

Human nature tends to put off duties and responsibilities till later. In the nursing field, it is important to examine the adverse aspects or side consequences of procrastination. Academic procrastination is the practice of people, especially students, putting off doing academic tasks like writing a paper or studying for an exam. This is a widespread occurrence that can cause major problems like poorer academic performance and elevated stress levels. The act of putting off the task at hand is known as procrastination. Even when it is known that the delay might lead to issues or challenges, it nevertheless occurs. It might involve everything from postponing routine duties to important ones. It is caused by dysfunctional attitudes, fear of failing, a lack of interest in the activity at hand or in life in general, as well as a lack of time, motivation, attention, and appropriate planning. Research on procrastination has been significant and fascinating. To understand the nature and components of procrastination, a significant amount of study has been conducted. Understanding its relationship to

motivation, performance, self-esteem, etc., is the main goal of numerous studies. The purpose of the current study also, is to find out factors related to academic procrastination of General Nursing students.

Material and Method

Research Design: The descriptive survey research design was used to assess the Academic Procrastination factors for General Nursing students at selected Schools of Nursing, Bhopal, with Sample size of 50 General Nursing students those studying in 2nd & 3rd year. Sampling technique used was non-probability convenient sampling. The data was collected in two sections, using tools consist of six demographic questionnaires i.e. age, gender, year of study, area of residence, type of family, and Education of parents and self-structured questionnaire regarding Personal, environmental, and academic factors.

Inclusive criteria: The students those who were willing to participate in the study and were available at the time of data collection were included in the study.

Exclusive criteria: The students those who were not willing to participate in the study and were not available at the time of data collection.

Statistical Analysis: The data collected was analyzed using frequency and percentage for descriptive statistics.

RESULTS

Section-A: Analysis of demographical data

Table 1: Distribution of subjects according to their demographical distribution N=50

S. No	Demographic Variable	Frequency (n)	Percentage %
1.	Gender		
	a) Male	35	70
	b) Female	15	30
2.	Age		
	a) 18-19 years	11	22
	b) 20-21 years	15	30
	c) 22-23 years	18	36
	d) Above 23 years	06	12
3.	Year of study		
	a) GNM 2 nd year	18	36
	b) GNM 3 rd year	32	64
4.	Area of Residence		
	a) Rural	07	14
	b) Urban	43	86
5.	Type of family		
	a) Nuclear	44	88
	b) Joint	06	12
6.	Education of Parents		
	a) Mother		
	- Yes	28	56
	- No	22	44
	b) Father		
	-Yes		
	-No	41	82
		09	18

Table 1 depicts the distribution of subjects according to their demographic variables. According to this, 35 nursing students were male whereas 15 were females, majority of students (18) were in age

group of 22-23 years, 32 students were in GNM 3rd year, mostly (43) resided in Urban area, majority (44) belongs to nuclear family, and 28 mothers as compared to 41 fathers of students were educated.

Section B: Evaluation of the factors affecting General Nursing students' academic procrastination.

Table II: Frequency and Percentage Academic procrastination factors among General Nursing students N=50

Factors	Frequency	Percentage %
Personal		
Habit	12	24
Poor Time Management	15	30
Tiredness	23	46
Environmental		
Peer Pressure	28	56
Low Motivation	22	44
Academic		
Unclear tasks	14	28
Deadlines for Submission	36	72

Table II reveals that out of 50 respondents who were the subjects of research on the causes of academic procrastination, namely: 12 respondents (24%) said that it was caused by habit, 15 respondents (30%) answered Poor time management, 23 respondents (46%) said it was due to Tiredness, 28 respondents (56%) said it was due to peer pressure, 22 respondents (44%) due to Low motivation, 14 respondents (28%) answered unclear tasks, and 36 (72 %) said it was due to Deadlines for submission.

These findings approve the first assumption that there will be various factors that effects Academic procrastination among General Nursing students.

Table III: Distribution of subjects according to level of effect of factors influencing academic procrastination N=50

Factors	More Effect		Moderate Effect		Less Effect	
	F(n)	%	F(n)	%	F(n)	%
Personal	5	10	38	76	7	14
Environmental	11	22	26	52	13	26
Academic	8	16	12	24	30	60

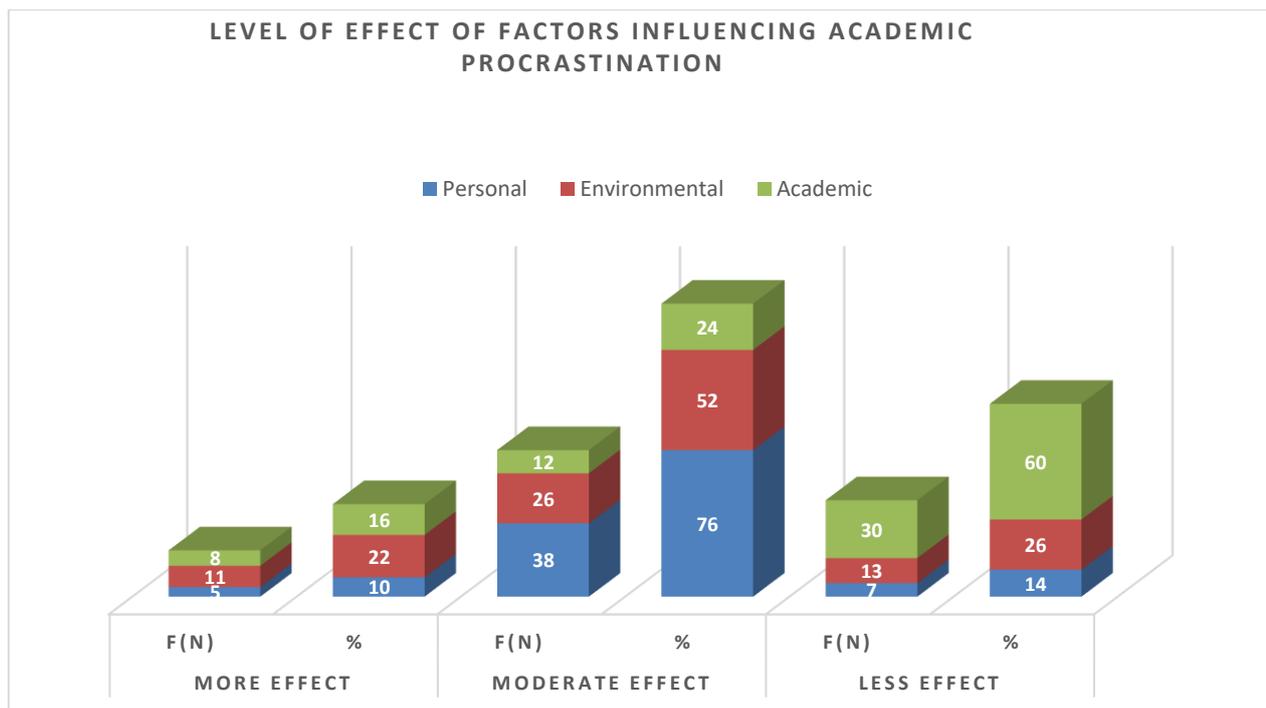


Figure I: Distribution of subjects according to level of effect of factors influencing academic procrastination

Table III and Figure I depicts that majority of nursing students 38 (76%) were moderately affected by Personal factors, and by Environmental factors only 26 (52%) students were moderately affected as compared to academic factors at 12 (24%) students who were moderately affected.

These findings justify the second assumption regarding General Nursing Students not having more effect on Academic procrastination due to these factors.

Discussion: The present study depicted that academic procrastination of majority of students 38 (76%) were affected by personal variables as compared to environmental and academic variables. A similar study found 40% of students (40) showed a moderate influence from personal circumstances on academic procrastination, whereas 60% of students (60) showed a less significant influence. Regarding the environmental element, 23% (23) of the individuals showed a moderate influence on academic procrastination, whereas 77% (77) showed a less significant influence. In contrast, 50% of academic procrastination was moderately influenced by academic factors, while 50% were less influenced.

Conclusion:

The study concluded that personal and environmental factors have more effects on academic procrastination as compared to academic factors. Educational Institutes can execute measures such as Mentee-mentor sessions, motivational lectures for students that can be planned by authorities to motivate students during their course duration to overcome the habit of procrastination.

RECOMMENDATIONS

In the light of the findings of the study the following recommendations were made:

- A similar study can be undertaken with a large sample size for wider generalization.
- A similar study can be undertaken among M.Sc. N and B.Sc. N students
- A similar study can be conducted with recommendations for measures to avoid Academic Procrastination.

Conflict of Interest statement: None

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