

Academic Procrastination and Self-control of Faculty Nursing Students

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ABSTRACT

Background: Academic procrastination in university student is closely related to lower levels of self-control, self-efficacy, emotional intelligence and academic performance with increase in anxiety level. **Aim of the study:** was to assess the relationship between Academic Procrastination, and self-control of Nursing Students at Faculty of Nursing - Zagazig University. **Subjects and Methods: Research design:** A descriptive design was utilized in this study. **Setting:** This study was conducted at Faculty of Nursing - Zagazig University. **Subjects:** Stratified random sample of 351 nursing students were randomly selected from the academic year 2020-2021. **Tools of data collection:** two tools were used: Academic procrastination scale and Self-control scale. **Results:** only (22.8%) of nursing students had a high level of Academic Procrastination as well, only (11.4%) of nursing students had a high level of Self-control. **Conclusion:** There is significant and inverse correlation between Academic Procrastination score and Self-control score. **Recommendations:** it is recommended that the nursing faculty members conduct a conference for newly admitted students to guide them about how to avoid academic procrastination and improve Self-control levels. Additionally, the faculty management should provide a good infrastructure and institution facilities to the student and nurse educators to ensure a high level of Self-control.

Key words: Academic Procrastination, Self-control, Nursing students.

Introduction

Education is an important thing that determines the level the progress of a nation; a developed nation has a level of education high. Education plays an important role in the development and actualization of individuals. It is an effort of the older generation to transfer their life wisdom to their offspring. The quality of students' performance in their universities is still the priority for educators. However, despite the significance of education, problems that are being faced by students within themselves still exist and some significant obstacles in the current education sector in particular. One of these problems is procrastination which relate to the work of student assignments. ^(1, 2, 3, 4)

Academic procrastination defined as the tendency to delay starting academic tasks or delaying their completion irrationally. Academic procrastination behavior in university

students is quite common dynamic and an important obstacle for students' academic achievement. Procrastination is the indicator of lack of agreeableness and self-regulation. It is related to disturbance, low organization, low achievement motivation and difference between goal and action. Planning and organizing are signs of self-regulation that may result in a decrease in procrastination. ^(5, 6, 7)

Self-control is one of the strongest behavioral predictors of all forms of procrastination. Self-control refers to the capacity to modify and adapt the self in order to optimize the fit between self and the external environment. A student who tend to procrastinate, tend to have a problem. A college student who reported as high procrastinate tend to have low on goal accomplishment. Procrastination is a 'self-control failure of performance in which procrastinator fail to regulate their performance in situations of stress and high cognitive loads. ^(8, 9 10, 11)

Self-control is the ability of an individual to determine his behavior based on certain standards such as morals, values, and rules in society in order to lead to positive behavior that is more beneficial for the individual. Self-control can be also described as one's ability to control or change one's intrinsic impulses, thoughts, and emotions regarding undesired tendencies or actions. In fact, most procrastinators often find it hard to follow their schedules because of the lack of self-control, so when someone begins a task, if he/she does not have enough self-control, there will be a delay in the time needed to finish the work, therefore, having a good self-

Academic procrastination could result in poor academic performance and negatively affect undergraduates' satisfaction with academic life. Previous studies showed that academic procrastination has been a widespread problem behavior among students at the university level. The prevalence rates for academic procrastination ranged from 13.8 to 49.9% for various academic tasks^(9, 10, 13)

Aim of the study:

The aim of the study was:

To assess the relationship between Academic Procrastination and Self-control of Nursing Students at Faculty of Nursing - Zagazig University

Research questions:

- What is the nursing students' academic procrastination level at Faculty of Nursing - Zagazig University?
- What is the nursing students' self-control level at Faculty of Nursing - Zagazig University?

Subjects and Methods:

Research design:

- Descriptive design was used to achieve the objectives of the present study.

control is beneficial to limit academic procrastination^(12, 13, 14)

Significance of the Study:

The mission of faculty of nursing Zagazig University is committed to provide nursing education which meets the quality standards to provide high qualified nursing students for labor market to achieve this objective. Estimation of the undergraduate students' academic procrastination level and self-control level is important for educators to limit academic procrastination which create negative consequences on students and can even cause them to withdraw from their studies.^(15, 16, 17, 18)

Although previous studies have demonstrated a relationship between academic procrastination and self-control, this study has mainly focused on university students. Likewise there no studies carried out in the Faculty of Nursing, Zagazig University to identify this relationship, so it is important to conduct this study and benefit from implications.^(19, 20, 21)

Study Subjects:

In the academic year 2020-2021 the sample size was 351 out from 2803 nursing students distributed on four academic years, who agreed to participate in the study .High assertiveness frequency (15%), power (80%) and confidence interval (95%). Sample size was calculated according to following equation provided by Yamane⁽²²⁾ $[n = N / 1 + N (e)^2]$

Study Setting:

The study was conducted at Faculty of Nursing, Zagazig University which included seven scientific departments: nursing administration, psychiatric and mental health nursing, medical and surgical care nursing, maternal and newborn health nursing, pediatric nursing, community health nursing and gerontological nursing.

Tool for data collection:

In order to fulfill the objectives of the study two tools were used to collect necessary data:

Tool 1: Part 1: Demographic data sheet. This part developed by Özer & Ferrari^(23, 24) and used to collect personal data of nursing students that were: age, academic year, gender, Pre –education before enrollment to the faculty, and Reason for joining to this faculty. Part two: Procrastination Assessment Scale for Students It was measure frequency and other part measure reasons for procrastination among nursing students. It consists of 45 items divided into two subscales: frequency of procrastination (18 items) and reasons of procrastination (27items).

Scoring system:

The items are scored on a 5-point Likert scale the degree to which they procrastinate on the task (0 = never procrastinate, 4 = always procrastinate) and the degree to which procrastination on the task is a problem for them (0 = not at all a problem, 4 = always a problem). The extent to which they want to decrease their procrastination behavior on each academic task (0 = do not want to decrease, 4 = definitely want to decrease). While reasons of procrastination scores were very low (1) and very high (5).

Tool II: The Tangney Self-Control Scale is a 36-item self-report measure of self-control developed by Tangney et al. (2004). It is used to measure self- control level.

Scoring system:

The items are scored on a 5-point Likert scale ranging from 1 (not at all) to 5 (very much.), this instrument includes five main domains that reveal satisfactory internal reliability (a) general capacity for self-discipline (11 items; e.g., “I never allow myself to lose control”), (b) deliberate/no impulsive action (10 items; e.g., “People would describe me as impulsive”), (c) healthy habits (5

items; e.g., “ I eat healthy foods”), (d) work ethics (5 items; e.g., “ Pleasure and fun sometimes keep me from getting work done”) , and (e) reliability (5 items; e.g., “ I don’t keep secrets very well”) . Scores can range from 36 to 180, with higher scores indicating more characteristic self-control.

Content Validity and Reliability:

The questionnaire was translated into Arabic, and then content and face validity were established by panel of five experts: three professors from nursing administration department at the faculty of nursing, Zagazig University, one professor of nursing administration department at the faculty of nursing, Ain Shams University and one professor of nursing administration department at the faculty of nursing, Benha University. Experts were requested to express their opinions and comments on the tool and provide any suggestions for any additions or omissions of items. According to their opinions all recommended modifications were performed by the researcher.

Tool (I), tool (2) were tested for their reliability using Cronbach’s alpha. The values were revealed as

Name of tool	No of items	Cronbach’s alpha
Frequency of academic Procrastination	18	0.754
Reasons of academic Procrastination	27	0.925
Self-control Scale	36	0.878

Field work:

The data collection phase of the study lasted long two months from the beginning of March to the end of April 2021. The final form of questionnaire sheet was handed to students in their study setting by the researcher to elicit their opinions. The purpose of the study was explained to the participated students and ways to fill in the questionnaire sheets. They

were completed in the same time of distribution and took about 20-30 minutes. The researcher checked each questionnaire sheet after they had been completed to ensure the completion of all information. The researcher met students three times weekly between lectures in their classrooms and after each section. The researcher collected data by herself

Pilot study:

A pilot study was carried out on 35 nursing students from the different academic years as follow: 6 students from 1st academic year, 7 students from 2nd academic year, 11 students from 3rd academic year and 11 from 4th academic year to test clarity, and applicability of the tools. In addition to estimate the time required for filling the questionnaire sheets. The pilot study was conducted one week before collection of data. The necessary modifications were done according to the results of pilot study. Students were selected randomly and included in the main study sample.

Administration and Ethical consideration:

Official permissions were obtained from the dean of the Faculty of Nursing and vice dean for education and students' affairs after explaining the nature of the study.

- Verbal explanation of the nature and the aim of the study had been explained to student nurses included in the study sample. Also, an individual oral consent was obtained from each participant in the study after explaining the purpose of the study. They were given an opportunity to refuse or to participate, and they were assured that the information would be utilized confidentially and used for the research purpose only. Confidentiality was confirmed by writing names optionally.

Statistical Analysis:

All data were collected, tabulated and statistically analyzed

using SPSS 23.0 for windows (SPSS Inc., Chicago, IL, USA). Quantitative data were expressed as the mean \pm SD & (range), and qualitative data were expressed as absolute frequencies (number) & relative frequencies (percentage). Percent of categorical variables were compared using Chi-square test. Pearson correlation coefficient was calculated to assess relationship between various study variables, (+) sign indicate direct correlation & (-) sign indicate inverse correlation, also values near to 1 indicate strong correlation & values near 0 indicate weak correlation. All tests were two sided. P-value < 0.05 was considered statistically significant (S), and p-value ≥ 0.05 was considered statistically insignificant (NS).

Results:

Table (1): shows personal characteristics of studied nursing students, it's clear from the table that (11.1%) of studied nursing students were less than 18 years old, (51.0%) of them ranged from 19 to 21 years old and (37.9%) of them were more than 21 years old. regarding academic grade; (16.8%), (21.4%), (29.9%), (31.9%) of students were in grade (1), (2), (3), (4) respectively. while (69.8%) of them were female and (30.2%) were male. (83.5%) of students attended nursing faculty after finishing secondary school while (16.5%) of students attended nursing faculty after finishing Technical institute. only (35.3%) of studied nursing students joined nursing faculty due to desire, while (64.7%) of studied nursing students joined nursing faculty due to their Total score in secondary school.

Table (2): shows nursing student scores regarding academic procrastination dimensions among studied nursing students, it's clear from the table that nearly one half of studied nursing students (49.0%) had high Frequency of procrastination level of Keeping up Weekly Reading

Assignment; also (36.8%) of them had high Frequency of procrastination level of Studying for exam. Furthermore, (36.3%) of studied nursing students had high Frequency of Procrastination level of Faculty Activities in General. followed by (29.9%) of them had high Frequency of procrastination level of Writing paper ,then (25.1%),(21.1%) of them had high Frequency of procrastination level of Academic Administrative Tasks, Attendance Tasks respectively.

Table (3): clarifies that nursing students scores regarding students tendency to decrease academic procrastination among studied nursing students. It's clear from the table that nearly about two thirds of studied nursing students (65.8%), (64.1%) definitely want to decrease procrastination for following tasks; Keeping up Weekly Reading Assignment, Studying for exam respectively. Furthermore, above one half of studied students (56.7%), (55.5%) definitely want to decrease procrastination for following tasks; Attendance Tasks, Writing paper task respectively. Also (42.2%) of them definitely want to decrease procrastination of Faculty Activities in General. Then (38.5%) of them definitely want to decrease procrastination of Academic Administrative Tasks.

Table (4): Shows academic procrastination level of studied nursing students; it's clear from the table that nearly one fifth (22.8%) of the studied students had high frequency of procrastination level with mean \pm SD (21.46 \pm 8.48) and range from zero score to 42.

Table (5): shows Dimensions of Self- control of studied nursing students; it's clear from the table that means of general capacity for self-discipline, deliberate/no impulsive action, Healthy habits, Work ethics and Reliability (Dependability) are (34.53 \pm 7.62), (36.58 \pm 5.86), (18.53 \pm 3.69), (17.32 \pm 3.85), (13.77 \pm 3.94) , respectively. (11.4%),

(30.5%), (39.3%), (28.2%), (6.3%) of studied nursing students had high level of general capacity for self-discipline, deliberate/no impulsive action, Healthy habits, Work ethics and Reliability(Dependability), respectively. While (41.0%), (10.5%), (12.3%), (19.9%), (59.5%) of studied nursing students had low level of general capacity for self-discipline, deliberate/no impulsive action, Healthy habits, Work ethics and Reliability (Dependability).

Table (6): shows Relation between personal characteristics of studied nursing students and their academic procrastination level; it's clear from the table that the high academic procrastination level was cascade from grade(4), grade(3), grade(2), least percent in grade(1)the difference statistically significant $p=(0.012)$. while it was significantly lower in males, compared to females $p=(0.042)$.Also, there was statistically significant difference in academic procrastination level according to the reason for the students joining the college, in favor of the desire of the students to engaged to nursing faculty $p=(0.002)$.

Table (7): shows Relation between personal characteristics of studied nursing students and their total Self-control level; it's clear from the table that there were a statistically significant relations between Self-control and students age ($p=0.021$), academic grade ($p=0.0001$), sex $p=(0.02)$, The reason for the student joining the college ($p=0.005$) in favor students more than twenty one years old. Also grad 4 Students, Male students and students that joined nursing faculty due to their Total score in secondary school.

Discussion:

Academic procrastination behavior in university students is quite common dynamic and an important obstacle for students' academic achievement. Procrastination is the indicator of lack of agreeableness and self-regulation. It is related to

disturbance, low organization, low achievement motivation and difference between goal and action. Planning and organizing are signs of self-control that may result in a decrease in procrastination.

The current study, revealed that (22.8%) of the studied students had high level of academic procrastination. This finding could be due to nursing students were greater demands in the college setting. Students may feel overwhelmed with the number of tasks that they need to accomplish leading to additional stress, in addition to students spend most of their time on social media and with their peers. Moreover, demands of personal life where some of them were married and had family. Furthermore, lack of motivation, frustration and fear of the future.

These findings are in agreement with the previous studies carried out by Ferrari⁽¹³⁾ in Australia, found that (23%) of the students showed a high level of academic procrastination, and Hong⁽¹⁴⁾ in East Malaysia demonstrated that (26%) of students had high Academic procrastination level. On the other hand the findings of the present study disagreement with studies conducted by Farhan⁽¹⁵⁾ in Jakarta mentioned that (52.7 %) of studied students perceived high level of academic procrastination.

In the present study, only slightly more than one fifth (11.4%) of studied nursing students had high self-control level. This might be due to students are mature and respond to their perceptions about themselves. They do not trust in their competencies to work out and manage over their learning achievement subsequently they feel inferior, deficient, and pessimistic. They are often afraid and describe themselves using negative terms such as: bad and deficient and they deal with frustration and anger in an improper manner.

The current study results are congruent with the previous studies carried out by Groß⁽¹⁶⁾ in Egypt who

found that one fifth of nursing students had high level of self-control and Amy⁽¹⁷⁾ in Taiwan showed that (9.2%) of nursing students had a high level of self-control, on the other hand, the study results are disagreement with the study carried out by Armstrong⁽¹⁷⁾ in United States of America, it found that majority of studied students had high level of self-control, Also Ochieng⁽¹⁸⁾ in Kenya demonstrated that (72%) of the students had high self-control levels.

Conclusion:

In the light of the main study results; it can be concluded that the (22.8%) of the studied. Additionally, there is statistically significant and inverse correlation between Academic Procrastination level and self-control students had high level of academic procrastination. Also only slightly more than one fifth (11.4%) of studied nursing students had high self-control level. Furthermore, there was statistically significant relation between nursing students' personal characteristics as regards their Academic Procrastination and self-control levels.

Recommendation:

Based on findings, the study recommended:

- The nurse educators should evaluate nursing students' academic procrastination level in the interview process to gather information, help in formulating curricula to decrease procrastination level.
- The nurse educators should conduct conferences for newly admitted students to guide them about how to avoid academic procrastination and improve Self-control level.
- Nurse educators should introduce training courses to enhance the acquisition of nursing students' Self-control skills.
- The faculty management should provide a good infrastructure and institution facilities to students and

nurse educators to ensure a high level of Self-control.

Further research:

- Further study to investigate Self-control mechanisms perceived by nursing students, and determines effective strategies to improve students' Self-control level.
- Further research for conducting training program about Self-control and its effect on students' academic procrastination level

Table 1: personal characteristics of studied nursing students (n= 351)

Personal characteristics	Number	Percent
Age per years		
• ≤18	39	11.1
• 19-21	179	51.0
• >21	133	37.9
academic grade		
• Grade1	59	16.8
• Grade2	75	21.4
• Grade3	105	29.9
• Grade4	112	31.9
Gender		
• Males	106	30.2
• Females	245	69.8
Previous education before entering college		
• Technical institute	58	16.5
• Secondary school	293	83.5
The reason for the student joining the college		
• Desire of the student	124	35.3
• Total score in secondary school	227	64.7

Table (2): nursing student scores regarding academic procrastination dimensions among studied nursing students (n= 351)

Categories of procrastination	Always/ Often		Sometimes		Never/rarely	
	no	%	no	%	No	%
Writing paper						
• a-To what degree do you procrastinate on this task?	67	19.1	124	35.3	160	45.6
• b- To what degree is procrastination on this task a problem for you?	112	31.9	107	30.5	132	37.6
procrastination of Writing paper level	105	29.9	87	24.8	159	45.3
Studying for exam						
• a-To what degree do you procrastinate on this task?	92	26.2	127	36.2	132	37.6
• b- To what degree is procrastination on this task a problem for you?	133	37.9	116	33.0	102	29.1
procrastination of Studying for exam level	129	36.8	104	29.6	118	33.6
Keeping up Weekly Reading Assignment						
• a-To what degree do you procrastinate on this task?	140	39.9	112	31.9	99	28.2
• b- To what degree is procrastination on this task a problem for you?	152	43.3	105	29.9	94	26.8
procrastination of Keeping up Weekly Reading Assignment level	172	49.0	63	17.9	116	33.0
Academic Administrative Tasks: Filling Out Forms, Registering for Classes, Getting ID Card, etc.						
• a- To what degree do you procrastinate on this task?	74	21.1	84	23.9	193	55.0
• b -To what degree is procrastination on this task a problem for you?	84	23.9	99	28.2	168	47.9
Procrastination of Academic Administrative Tasks level	88	25.1	66	18.8	197	56.1
Attendance Tasks: Meeting with Your Advisor, Making an appointment with a Professor, e						
• a-to what degree do you procrastinate on this task?	57	16.2	60	17.1	234	66.7
• b - To what degree is	78	22.2	69	19.7	204	58.1

procrastination on this task
a problem for you?

Procrastination of Attendance Tasks level	74	21.1	52	14.8	225	64.1
Faculty Activities in General						
• a- To what degree do you procrastinate on this task?	157	44.7	80	22.8	114	32.5
• b- To what degree is procrastination on this task a problem for you?	97	27.6	97	27.6	157	44.7
Procrastination level of Faculty Activities in General	127	36.2	90	25.6	134	38.2

Table (3): nursing students scores regarding students tendency to decrease academic procrastination among studied nursing students (n=351):

To what extent students want to decrease their tendency to procrastinate on following tasks	Do not want to decrease		sometimes		Definitely want to decrease	
			no	%	no	%
	no	%				
• Writing paper	49	14.0	107	30.5	195	55.5
• Studying for exam	35	10.0	91	25.9	225	64.1
• .Keeping up Weekly Reading Assignment	27	7.7	93	26.5	231	65.8
• Academic Administrative Tasks: Filling Out Forms, Registering for Classes, Getting ID Card, etc.	56	16.0	160	45.5	135	38.5
• Attendance Tasks: Meeting with Your Advisor, Making an appointment with a Professor.	69	19.7	83	23.6	199	56.7
• Faculty Activities in General	76	21.6	127	36.2	148	42.2

Table (4): nursing students academic procrastination level among studied nursing students

(n.351)

	n.	%	Mean ±SD	Median (Range)
academic procrastination level (48)*				
High	80	22.8		
Moderate	133	37.9	21.46±8.48	21(0-42)
Low	138	39.3		

Table (5): Dimensions of Self- control of studied nursing students (n.351)

	Dimensions level			Mean ±SD	Median(range)
	High	Moderate	Low		
general capacity for self-discipline	40(11.4%)	167(47.6%)	144(41.0%)	34.53±7.62	35(16-55)
deliberate/no impulsive action	107(30.5%)	207(59.0%)	37(10.5%)	36.58±5.86	37(19-50)
Healthy habits	138(39.3%)	70(48.4%)	43(12.3%)	18.53±3.69	19(5-25)
Work ethics	99(28.2%)	82(51.9%)	70(19.9%)	17.32±3.85	17(5-25)
Reliability(Dependability)	22(6.3%)	120(34.2%)	209(59.5%)	13.77±3.94	13(5-25)

Table (6): Relation between personal characteristics of studied nursing students and their academic procrastination level (n=351):

Personal and characteristics	academic procrastination level of num						χ^2	P	
	High		moderate		Low				
	n.	%	n.	%	n.	%			
Age per years									
≤18	4	10.3	17	43.6	18	46.2	39	4.52	0.34
19-21	41	22.9	69	38.5	69	38.5	179		
>21	35	26.3	47	35.3	51	38.3	133		
academic grade									
Grade1	6	10.2	23	39.0	30	50.8	59		
Grade2	12	16.0	34	45.3	29	38.7	75	16.42	0.012*
Grade3	27	25.7	33	31.4	45	42.9	105		
Grade4	35	31.3	43	38.4	34	30.4	112		
Sex									
Males	22	20.8	32	30.2	52	49.1	106	6.32	0.042*
Females	58	23.7	101	41.2	86	35.1	245		
Previous education before entering college									

Technical institute	12	20.7	25	43.1	21	36.2	58	0.804	0.67
Secondary school	68	23.2	108	36.9	117	39.9	293		
The reason for the student joining the college									
Desire of the student	23	18.5	37	29.8	64	51.6	124	12.2	0.002*
Total score in secondary school	57	25.1	96	42.3	74	32.6	227		

Table (7): Relation between personal characteristics of studied nursing students and their total Self-control level (n=351)

personal characteristics	Self- control level of students						num ber	χ^2	P
	High		Moderate		Low				
	n.	%	n.	%	n.	%			
Age per years									
≤18	6	15.4	28	71.8	5	12.8	39		
19-21	11	6.1	127	70.9	41	22.9	179	11.6	0.021*
>21	23	17.3	87	65.4	23	17.3	133		
academic grade									
Grade1	8	13.6	37	62.7	14	23.7	59		
Grade2	3	4.0	58	77.3	14	18.7	75	24.4	0.0001**
Grade3	5	4.8	73	69.5	27	25.7	105		
Grade4	24	21.4	74	66.1	14	12.5	112		
Sex									
Males	19	17.9	64	60.4	23	21.7	106	7.6	0.02*
Females	21	8.6	178	72.7	46	18.8	245		
Previous education before entering college									
Technical institute	5	8.6	44	75.9	9	15.5	58	1.6	0.46
Secondary school	35	11.9	198	67.6	60	20.5	293		
The reason for the student joining the college									
Desire of the student	9	7.3	80	64.5	35	28.2	124	10.6	0.005*
Total score in secondary school	31	13.7	162	71.4	34	15.0	227		

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