



Personality Traits and Academic Procrastination

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Abstract

The study aims to find the relationship between personality traits and academic procrastination among emerging adults. The study was conducted on young adults ages ranging from 18-25 in Bengaluru city, Karnataka. The sample size was 150 students, where 75 males and 75 females were taken, the sample was collected using the purposive sampling method. The tool used for the study is the Academic Procrastination Scale (APQ) developed by Ghazal, (2012) and NEO-FFI by Costa and McCrae, (1978). The study indicated that there was a significant relationship between neuroticism and academic procrastination and between openness and academic procrastination.

Keywords: *Neuroticism, Extraversion, Openness, Agreeableness and Academic Procrastination.*

An individual's personality is assessed by the effectiveness with which he or she is in a position to elicit positive reactions from a range of persons under different circumstances. someone may thus be said to possess an aggressive personality, a submissive personality or a fearful personality. Usually, personality for majority of the people is characterized as or commonly described as good or bad. "Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One is knowing individual differences specifically personality characteristics, like sociability or irritability, and the opposite - knowing how the varied parts of someone move as a whole" (American Psychological Association, 2000).

Every individual has a unique personality, which determines the boundaries of success and life fulfilment. It's no exaggeration to mention that your personality is one of your most vital assets.



Our definition of personality might also include the thought of human uniqueness. We see similarities among people, yet we sense that every folk possesses special properties that distinguish us from all others. Thus, we may suggest that personality is a permanent and unique cluster of characteristics that will change in response to different situations.

Gordon Allport was among the first to return up with a personality trait theory. He presented an astounding discovery in 1936, which showed that about 4000 words in a West Germanic dictionary described personality traits. Allport viewed traits as building blocks of personality and classified them into three classes of traits. Cardinal traits are the traits around which an individual organizes his whole life. Allport suggested that these traits are developed further later in life, and these traits play such an important role in a person's life that they often become synonymous with the names of the person. Meaning, that an individual may well be specifically known for these traits. E.g.: greed, lust, kindness, narcissism etc, representing major characteristics of an individual and referred to as central traits. These may be considered as such because of the characteristics that result in the making of an individual's personality. Examples of central traits: they are shy, anxious, intelligent, and dishonest. Secondary traits however only appear under certain circumstances. An example would be getting nervous about talking publically. (Hall, 2017).

Emotional Stability (Neuroticism) could be a trait that describes the general emotional stability of a private person, someone who scores high on this trait is also seen by others as being moody, irritable, anxious, and with a black cloud over their head, they get upset more easily, appear anxious, irritable, or moody, they also appear to always be stressed, they have a tendency to constantly worry about things, experience visible mood swings and struggle to reclaim their life after troubles, they are seen as stricken by depression, or experiencing mood swings.

In both the general and student populations, procrastination has become one of the foremost researched topics in social sciences. it's one of the prevalent issues among students and in most stages of education lot of scholars need to house it, due to its negative consequences like academic failure and poorer well-being. Procrastination may be a pervasive problem in college settings that encompasses needless delay in the initiation or completion of crucial tasks. Academic procrastination constitutes a dispositional trait of a student who nearly always delays the performance of educational tasks and decisions and exhibits problematic levels of hysteria



associated with procrastination. Endemic procrastination within the educational domain undermines productive study and ends up in low academic performance.

Procrastinatory behaviour is now a common phenomenon among students, particularly at the college and university levels. It is worth noting that the lives of university students are characterized by frequent deadlines given by university teachers and administrators to carry out various responsibilities such as registration for courses, completion of course forms and submission of class assignments or term papers. (Popoola, 2005).

Method

To study the correlation between personality traits (big-five) and academic procrastination among emerging adults.

Hypothesis:

H₀₁: There will be no significant relationship between personality traits (big-five) and academic procrastination among emerging adults.

Operational Definition:

Personality traits: It is the unique characteristic feature of a person which is the way he thinks, acts and responds during a given situation.

Academic Procrastination: It is the repeated behaviour of postponing or delaying a task which has to be done in the given period.

Variables:

Personality Traits

Procrastination

Demographic variables: Universe of the study:

Geographical area: Bangalore



Sample distribution-

Inclusion

1. UG and PG students.
2. Regular students.
3. Age range from 18 to 25.
4. Students from Bangalore.

Exclusion

1. Students from semi-urban areas.
2. Those who are physically challenged.
3. Students with psychiatric and neurological conditions were not included.

Sample and techniques

Emerging adults within the age group of 18 years – 25 years, who are studying in various colleges within Bangalore city were chosen as the population of the study. The study consisted of a sample of 75 female and 75 male participants. The Academic Procrastination Scale by Ghazal (2012) and NEO-FFI (1978) was administered through questionnaires and Google forms.

Research ethics followed

1. Informed consent of the participant.
2. Confidentiality will be maintained.
3. Participants are free to leave the study whenever they need to.

Tools for the study

The Academic Procrastination Scale (APQ) was developed by Abu-Ghazal in the year 2012. The APQ has a Cronbach alpha reliability coefficient of 0.90 for this questionnaire. Validity was 0.89 (Ghazal, 2012).

The NEO-FFI was developed by Costa and McCrae, (1978). The validity is 0.81 and the reliability is $\alpha = .89$ for neuroticism, $\alpha = .81$ for extroversion, $\alpha = .72$ for openness to experience, $\alpha = .75$ for agreeableness, and $.86$ for conscientiousness.



ANALYSIS AND DISCUSSION

Table 1: Shows the descriptive statistics of personality traits and academic procrastination

Variables	N	Mean	Std. Deviation	Std. Error of Mean	Skewness	Kurtosis
Neuroticism	150	53.40	8.94	0.73	-.114	.006
Extraversion	150	50.75	9.31	0.76	-.36	-.1
Openness	150	47.89	8.04	0.65	.19	.38
Agreeableness	150	41.19	9.69	0.79	.09	-.59
Conscientious	150	46.79	11.57	0.94	.06	-.28
Academic Procrastination	150	63.12	8.92	0.72	.86	2.69

Analysis of the above table indicates the descriptive statistics of personality traits and academic procrastination. From Table 1, the mean score for gender was 1.5 and SD was 0.5. The mean score for Neuroticism was 53.4 and the SD value was 8.94. The mean score for Extraversion was 50.75 and the SD value was 9.31. The mean score for Openness was 47.89 and the SD value was 8.04. The mean score for Agreeableness was 41.19 and the SD value was 9.69. The mean score for Conscientious was 46.79 the SD value was 11.57 and the mean score for Academic Procrastination was 63.12 and the SD value was 8.92.

Table 2: Correlation between Neuroticism and Academic Procrastination.

		Neuroticism	Academic procrastination
Neuroticism	Pearson Correlation	1	.42**
	Sig. (2-tailed)		.01



	N	150	150
	Pearson Correlation	.42**	1
Academic procrastination	Sig. (2-tailed)	.01	
	N	150	150

**p<.01

The above analysis of Table 2 shows the Pearson correlation between Neuroticism and Academic Procrastination. The sample consisted of 75 females and 75 males. The results were correlated ($r=0.42$, $p<0.01$), therefore the study rejects the null hypothesis $H_{1.1}$: There will be no significant relationship between neuroticism and academic procrastination among emerging adults. Overall the results show that both the variables were positively correlated.

Studies conducted by (Bloom, 1995) show that the procrastination scores were significantly correlated with Neuroticism and stepwise multiple regression of the Neuroticism factor indicated that lack of Self-Discipline and Impulsiveness accounted for most of the variance of procrastination scores. Studies conducted by (Sowon Kim, 2017) show that neuroticism was moderately correlated with active procrastination and it was found that emotionally unstable students tend to procrastinate academically.

Table 3: Correlation between Extraversion and Academic Procrastination.

		Extraversion	Academic procrastination
Extraversion	Pearson Correlation	1	-.07
	Sig. (2-tailed)		.37
	N	150	150
Academic procrastination	Pearson Correlation	-.07	1
	Sig. (2-tailed)	.37	
	N	150	150

The above analysis of Table 3 shows the Pearson correlation between Extraversion and Academic Procrastination. The sample consisted of 75 females and 75 males. The results were correlated ($r= -0.07$, $p<0.37$), therefore the study accepts the null hypothesis $H_{1.2}$: There will



be no significant relationship between extraversion and academic procrastination among emerging adults. Overall the results show that both variables were negatively correlated.

The above analysis of Table 4 shows the Pearson correlation between Extraversion and Academic Procrastination. The sample consisted of 75 females and 75 males. The results were correlated ($r = -0.21$, $p < 0.007$), therefore the study accepts the null hypothesis $H_{1.3}$: There will be no significant relationship between extraversion and academic procrastination among emerging adults. Overall the results show that both variables were negatively correlated.

Table 4: Correlation between Openness and Academic Procrastination.

		Openness	Academic procrastination
Openness	Pearson Correlation	1	-.21**
	Sig. (2-tailed)		.007
	N	150	150
Academic procrastination	Pearson Correlation	-.21**	1
	Sig. (2-tailed)	.007	
	N	150	150

** $p < .01$

Table 5: Correlation between Agreeableness and Academic Procrastination.

		Agreeableness	Academic Procrastination
Agreeableness	Pearson Correlation	1	-.14
	Sig. (2-tailed)		.08
	N	150	150
Academic Procrastination	Pearson Correlation	-.14	1
	Sig. (2-tailed)	.08	
	N	150	150

The above analysis of Table 5 shows the Pearson correlation between Extraversion and Academic Procrastination. The sample consisted of 75 females and 75 males. The results were correlated ($r = -0.14$, $p < 0.08$), therefore the study accepts the null hypothesis $H_{1.4}$: There will be no significant relationship between extraversion and academic procrastination among emerging adults. Overall the results show that both variables were negatively correlated.



Table 6: Correlation between Conscientious and Academic Procrastination.

		Conscientious	Academic procrastination
Conscientious	Pearson Correlation	1	-.06
	Sig. (2-tailed)		.4
	N	150	150
Academic Procrastination	Pearson Correlation	-.06	1
	Sig. (2-tailed)	.4	
	N	150	150

The above analysis of Table 6 shows the Pearson correlation between Extraversion and Academic Procrastination. The sample consisted of 75 females and 75 males. The results were correlated ($r = -0.06$, $p < 0.4$), therefore the study accepts the null hypothesis $H_{1.5}$: There will be no significant relationship between extraversion and academic procrastination among emerging adults. Overall the results show that both variables were negatively correlated.

Summary and Conclusion

The study aimed to find the relationship between personality traits and academic procrastination. The study was conducted among 150 emerging adults (75 males and 75 females), between the age group of 18 years to 25 years. The data was collected through questionnaires and Google Forms. The following studies by Watson, C., D. (2001) and Migram, N. & Tenne, R. (2000) indicated that there was a significant relationship between personality traits and academic procrastination. The null hypothesis stating that there was no significant relationship between personality traits (Big 5) and academic procrastination was rejected. Studies conducted by Hafsa Arif. (2014) and Balkis and Duru (2009), indicated that male students had more academic procrastination than female students. The null hypothesis stating that there was no significant difference between males and females for academic procrastination among emerging adults was rejected. The null hypothesis stating that there was no significant difference between males and females for personality traits (big-five) among emerging adults was also rejected. It was also found that male emerging adults were more neurotic when compared to female emerging adults. It was found that there was a significant



relationship between neuroticism and openness with academic procrastination, the null hypothesis was rejected.

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