EXAMINATION OF THE RELATIONSHIP BETWEEN ACADEMIC PROCRASTINATION AND ACADEMIC ACHIEVEMENT AMONG ASSOCIATE DEGREE STUDENTS

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ABSTRACT

The aim of this study is to examine the relationship between the academic procrastination levels and academic achievement of associate degree students. The study employed a correlational survey model. The sample consisted of 391 associate degree students studying at public universities in Konya, including 164 female and 227 male students. The "Student Information Form" and the "Academic Procrastination Scale" were used as data collection tools. The data were analyzed using the SPSS software, and Pearson correlation coefficients were calculated along with a simple linear regression analysis. The results of the study indicate a low but significant relationship between the academic procrastination levels and academic achievement scores of associate degree students. Furthermore, students' academic procrastination levels were found to significantly predict their academic achievement scores. Although academic procrastination is generally considered a negative trait, the results of this study suggest that procrastination can have positive effects under certain conditions. This supports the hypothesis that students might consciously use procrastination as a strategic tool to enhance performance.

Keywords: academic procrastination, academic achievement, associate degree.

1. INTRODUCTION

Academic procrastination, a pervasive issue among students, is defined as the intentional delay of academic tasks such as completing assignments, preparing for exams, or engaging in scholarly work, often without a rational justification (Ying & Lv, 2012). This behavior affects a significant proportion of students, with estimates suggesting that up to 95% of college students procrastinate at least occasionally on academic tasks (Solomon & Rothblum, 1984). The implications of academic procrastination are profound, ranging from diminished academic performance to adverse psychological outcomes, such as heightened anxiety, guilt, and lowered self-esteem (Tice & Baumeister, 1997).

Research consistently highlights that procrastination is linked to maladaptive academic outcomes. Procrastinators tend to receive lower grades, experience greater academic stress, and report higher levels of emotional discomfort (Ying & Lv, 2012; Tice & Baumeister, 1997). Furthermore, they often find themselves trapped in a cycle of last-minute efforts and compromised performance, despite initial intentions to succeed. While some proponents argue that procrastination can serve as a motivational tool under the pressure of looming deadlines, the majority of empirical evidence refutes this claim, indicating that procrastination typically results in inferior work quality and heightened psychological stress (Tice & Baumeister, 1997).

The role of procrastination becomes even more critical in the context of associate degree students. These students often navigate a complex landscape of academic, personal, and professional responsibilities, making them particularly vulnerable to the effects of procrastination. Factors such as low academic self-efficacy, poor frustration tolerance, and a heightened fear of failure have been identified as significant predictors of procrastination behaviors (Ying & Lv, 2012). Additionally, demographic variables, including gender and academic standing, influence procrastination tendencies, with male students and those in later academic years reportedly procrastinating more frequently (Ying & Lv, 2012). These students often encounter systemic barriers such as limited access to resources, inflexible schedules, and insufficient academic support, which may heighten their susceptibility to procrastination (Ying & Lv, 2012). Additionally, the structure of associate degree programs, which frequently emphasize fast-paced, skill-oriented coursework, can amplify the pressures associated with procrastination. Procrastination in this context can lead to missed deadlines, lower engagement, and ultimately, poor retention and graduation rates.

The relationship between procrastination and academic success is multifaceted. Procrastination behaviors are frequently associated with lower academic self-efficacy, a reduced ability to handle academic frustrations, and a greater tendency to avoid failure rather than striving for success (Ying & Lv, 2012; Tice & Baumeister, 1997). Conversely, students with higher levels of self-regulation, time management skills, and intrinsic motivation are less likely to procrastinate and more likely to achieve their academic goals (Baumeister & Scher, 1988). While some procrastinators argue that they perform better under the pressure of impending deadlines, empirical evidence challenges this claim. Research consistently demonstrates that procrastination results in inferior work quality and reduced long-term academic success (Tice & Baumeister, 1997). Moreover, the stress of last-minute efforts often detracts from the learning experience, leaving students feeling overwhelmed and unprepared for future academic or professional challenges (Baumeister & Scher, 1988). For associate degree students, whose time in higher education is typically more condensed, the costs of procrastination are particularly pronounced, as they may undermine both immediate academic outcomes and broader career aspirations.

This study seeks to explore the relationship between academic procrastination and academic success among associate degree students.

2. METHOD

2.1. Research Model

This study employed a correlational survey model to examine the relationship between associate degree students' academic achievement and their levels of academic procrastination. Correlational survey models are general survey approaches used to determine whether there is a concurrent change between multiple variables and the degree of this change (Karasar, 2006).

2.2. Population and Sample

The population of this study consisted of associate degree students studying in Konya. The sample included 391 associate degree students (227 male and 164 female) attending public universities in Konya. The convenience sampling method was chosen to select the study's sample. First, the target group was identified, and participation was ensured from volunteers.

Table 1. Frequency and Percentage Values of Variables in the Sample Group

Category	Variable	f	%
Gender	Male	227	58,1
	Female	164	41,9
Grade Level	1st Year	187	47,8
	2nd Year	204	52,2

According to Table-1, 58.1% (n=227) of the students were male, and 41.9% (n=164) were female. Additionally, 47.8% (n=187) were first-year students, and 52.2% (n=204) were second-year students.

2.3. Data Collection Tools

A personal information form prepared by the researcher was used to collect demographic data such as gender, age, and grade level. For students' academic achievement, their overall grade point averages (GPAs) at the university were examined.

The "Academic Procrastination Scale" developed by Çakıcı (2003) was used to measure students' levels of academic procrastination. This scale comprises 19 items, including 12 negative and 7 positive statements, addressing responsibilities such as studying, preparing for exams, and completing projects. Responses to the items are rated on a 5-point Likert scale ranging from "Does not describe me at all" to "Describes me completely." Higher scores on the scale indicate higher levels of academic procrastination. The highest possible score on the scale is 95, and the lowest is 19.

The Cronbach's alpha reliability coefficient for the Academic Procrastination Scale was found to be .92. The Cronbach's alpha coefficients were .89 for the first factor and .84 for the second factor. The test-retest reliability coefficient for the scale, calculated from the administration of the scale to 65 high school students with a 17-day interval, was .89. The test-retest reliability coefficients were .80 for the first factor and .82 for the second factor.

2.4. Data Collection and Analysis

The data were collected by distributing the instruments to students, who completed them. The collected data were organized and analyzed using the SPSS software. Pearson correlation coefficients were calculated to examine the relationship between students' academic achievement and academic procrastination levels. Additionally, simple linear regression analysis was performed.

3. FINDINGS

Table-2 presents the descriptive statistics for the academic procrastination levels of the students.

Table 2. Academic Procrastination Levels of Students

	N	min.	max.	$\overline{X}$	Sd
Academic Procrastination	391	23,00	87,00	52,5780	15,1826

According to Table-2, students' academic procrastination scores ranged from a minimum of 23.00 to a maximum of 87.00, with a mean of 52.5780 and a standard deviation of 15.1826. Considering that the range of scores on the Academic Procrastination Scale is 19 to 95, the students' average procrastination scores were below the midpoint, indicating moderate levels of procrastination.

Table-3 shows the Pearson correlation coefficients calculated to determine the relationship between students' academic achievement and academic procrastination levels.

Table 3. Pearson Correlation Coefficients Between Academic Achievement and Academic Procrastination

	Academic Achievement	Academic Procrastination
Academic Achievement		,176[**]
Academic Procrastination	,176[**]	

p < .001

As shown in Table-3, there is a significant positive correlation between academic achievement and academic procrastination levels (r = .176; p < .001). Table-4 presents the results of the simple linear regression analysis conducted to examine whether academic procrastination predicts academic achievement.

Table 4. Simple Linear Regression Analysis of Academic Achievement and Academic Procrastination

	β	t
Academic Achievement	4,908	3,520
Academic Procrastination		
R^2=.031; Adjusted R^2=.028; F(1, 389)=12,393; p<.001		

According to Table 4, academic procrastination significantly predicts academic achievement ($F_{(1, 389)}$ = 12.393; p < .001).

4. CONCLUSION AND RECOMMENDATIONS

According to the findings of the study, there is a low but significant relationship between academic procrastination levels and academic achievement scores among associate degree students. In other words, as students' levels of academic procrastination increase, their academic achievement scores also increase significantly. Furthermore, students' levels of academic procrastination significantly predict their academic achievement scores. Although academic procrastination is generally considered a negative trait, the results of this study suggest that procrastination can have positive effects under certain conditions. This supports the hypothesis that students might consciously use procrastination as a strategic tool to enhance performance (Çakıcı, 2003; Kandemir, 2014). Similarly, Balkıs and Duru (2010) emphasize that the relationship between academic procrastination and academic achievement strengthens or weakens depending on students' general and performance-related self-esteem levels. The study indicates a positive relationship between procrastination and academic achievement. This finding may be associated with the idea that procrastination could enhance individuals' performance, especially by triggering more effective work under time pressure (Steel, 2007). However, this relationship does not imply that procrastination is entirely a positive behavior. The literature highlights that prolonged procrastination can increase stress levels and negatively affect individuals' mental health in the long term (Solomon & Rothblum, 1984). The findings demonstrate that academic procrastination can predict students' academic success. This supports the notion that individuals can use procrastination as a motivational tool. However, it is important to note that the outcomes of procrastination can vary, leading to both positive and negative consequences depending on individuals' self-regulation abilities (Kandemir, 2014). Procrastination behavior is closely related to students' psychological states and environmental conditions. The study shows that factors such as stress, lack of self-confidence, and perfectionism can increase procrastination tendencies (Ocak

et al., 2024). Strengthening psychological support mechanisms is essential for managing these behaviors. Moreover, procrastination can impact student-teacher relationships and social dynamics within the educational process. Students who exhibit high levels of procrastination may receive less support from academic environments, which can negatively affect their long-term success (Steel, 2007).

It is recommended to implement educational programs that include strategies for time management, self-regulation, and motivation enhancement to mitigate the negative effects of academic procrastination. Academic Efficiency and Time Management Program sessions can be organized. The purpose of this program should be to enhance students' time management skills, minimize the negative effects of procrastination behaviors, and provide strategies for self-regulation and motivation. The training content may include topics such as Time Management Strategies, Self-Regulation, Motivation, and Building Sustainable Habits. Individual or group counseling services should be provided to address the root causes of procrastination and minimize its adverse effects. Educators should help students set clear academic goals and encourage them to develop consistent study habits. Providing constructive feedback, especially regarding academic achievements, can boost students' motivation. Further research should be conducted with larger and more diverse student populations to better understand the relationship between academic procrastination and achievement. Additionally, digital planning and reminder tools can be recommended to monitor and regulate students' study habits. Such tools may assist students in managing and reducing procrastination behaviors effectively.

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